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ABSTRACT

The Florida Model Literacy Program Act of 1987, known as the Florida Adult Literacy Act, committed the state to an organized, systematic, and coordinated attack on adult illiteracy at the state and local levels. The Florida Adult Literacy Plan was developed to implement the provisions of the act and provide a basis for state and local planning with regard to the seven components required: volunteers, local working agreements, coordination of efforts, individualized instruction, program evaluation, recruitment of adults, and parent/family literacy. Strategies for state-level planning were organized according to four areas of work: outreach and marketing, student motivation, delivery of literacy services, and accountability. The Florida Adult Literacy Policy Academy Team, which guided activities to support the plan, emerged as the primary group responsible for directing Florida's multifaceted interagency attack on illiteracy. Seventy local agencies with local adult literacy plans and six state agencies reported accomplishments related to the plan's seven components. State-level accomplishments included development of model noninstructional adult literacy centers and a campaign that stressed literacy as a family affair. (A summary of state level accomplishments is appended, citing related planning strategy, agency, and status for each. Six figures offer statistical perspectives on Florida's adult education and literacy programs.) (YLB)

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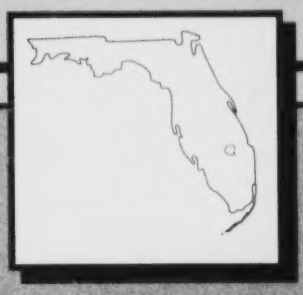

Achieving Adult Literacy In Florida

1990 STATUS REPORT

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Achieving Adult Literacy in Florida

Status Report - 1990

Florida Adult Literacy Policy Academy Team

Executive Summary

Achieving Adult Literacy in Florida Status Report - 1990

This document summarizes activities which were implemented in the state of Florida in support of the Florida Model Literacy Program Act of 1987, known as the *Florida Adult Literacy Act*. The Act committed the State to an organized, systematic, and coordinated attack, at both the state and local levels, on the problem of adult illiteracy. The attack has mobilized policy-makers, program managers, and staff members in state governmental agencies, local governmental agencies, school districts, community colleges, private organizations, professional groups, and volunteer groups. The statute committed the state to targeting resources to assist those adults who lack basic or functional literacy competencies. Such competencies are needed for attaining the skills, knowledge, and background necessary to enhance economic self-sufficiency.

Preliminary activities included the following:

- Operation of the Florida Adult Literacy Policy Academy Team to develop guidelines and procedures for use by the Florida Department of Education, school districts, and community colleges in implementing the provisions of the Act.
- Development and dissemination of the *Florida Adult Literacy Plan* which included well-defined program performance objectives.
- Development and review of local adult literacy plans.
- Implementation and/or expansion of local adult literacy development activities.

The Act

Adult illiteracy is a major barrier to individual self-sufficiency and constructive activity. Studies have confirmed the link between illiteracy and the social ills of crime, unemployment, and dependence on public assistance. Further, the problems are self-perpetuating, as demonstrated by the correlation between parental education level and a child's scholastic achievement. In light of these facts, the Legislature enacted the *Florida Adult Literacy Act*. The legislative intent was to:

- improve state-level institutional cooperation and coordination among governmental agencies and private, volunteer, and/or public-support agencies;
- eliminate fragmentation in the local delivery of literacy services; and
- provide guidelines for public schools and community colleges to follow in developing and implementing local literacy plans.

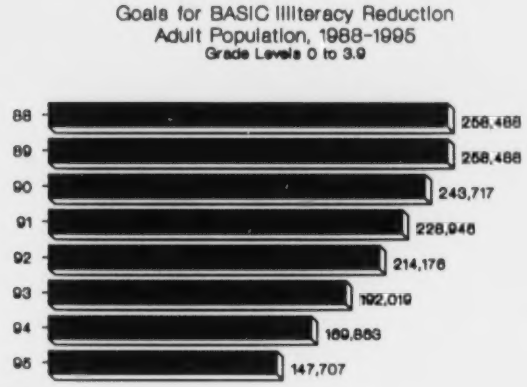
The Policy Objectives

The *Florida Adult Literacy Plan* was developed to operationalize the provisions of the Act. The plan established the following policy objectives to guide the development and implementation of local literacy plans:

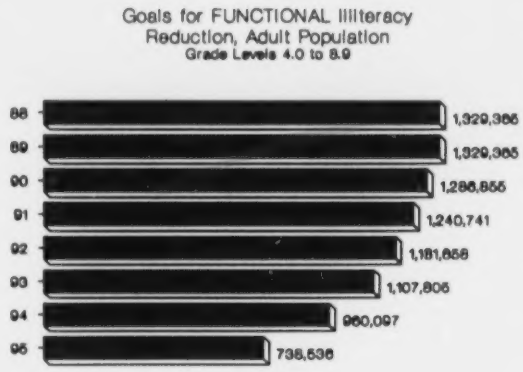
> By 1995, Florida will reduce the percentage of the adult population lacking basic literacy skills, defined, as below fourth-grade level (grades 0 through 3.9), from the current level of 3.5 percent to 2 percent.

> By 1995, Florida will reduce the percentage of the adult population lacking functional literacy skills, defined as below ninth-grade level (4.0 through 8.9), from the current level of 18 percent to 10 percent.

The following illustrations present Florida's goals for reducing basic and functional adult illiteracy by 1995. Local literacy plans were developed to address these goals across the state of Florida.



Source: Florida Adult Literacy Plan
Based on 1980 Census



Source: Florida Adult Literacy Plan
Based on 1980 Census

The Florida Adult Literacy Plan

The Plan described the extent of illiteracy among Florida's adults and presented a comprehensive set of strategies to address the educational needs of adults (without basic or functional literacy). It was developed by a planning team comprised of persons representing governmental agencies, educational agencies, and private businesses. The planning team became known as the Florida Adult Literacy Policy Academy Team. Participating state agencies included the:

- Correctional Education School Authority;
- Department of Education;
- Department of Health and Rehabilitative Services;
- Department of Labor and Employment Security;
- Department of State, Division of Library and Information Services; and
- the Governor's Office.

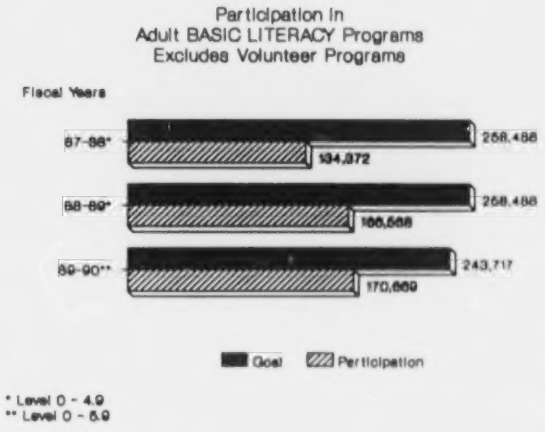
Plan Components - State and Local

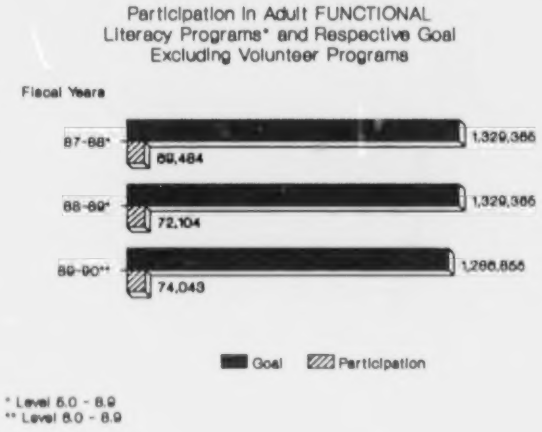
The *Florida Adult Literacy Plan* was designed to provide a basis for state and local planning with regard for the seven components required by the Act. These components included:

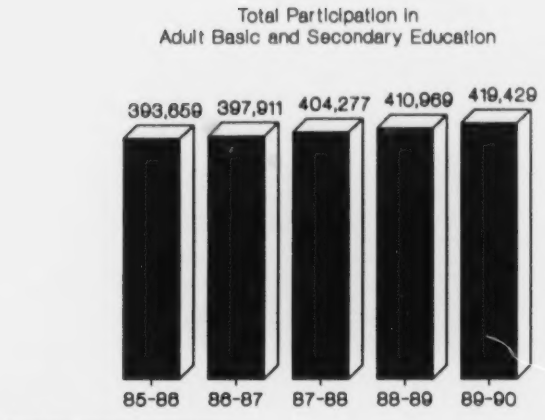
- the utilization and training of volunteer instructors as part of an overall volunteer literacy program;
- interagency and intra-agency cooperation and coordination through meaningful local working agreements;
- coordination of efforts with public libraries and other local sponsors of literacy programs;
- progress towards more individualized literacy instruction by reducing class size;
- program evaluation criteria and procedures;
- identification, recruitment, and retention of adults lacking basic and functional literacy skills; and
- prevention of adult illiteracy through programs designed to help parents learn the techniques and skills necessary to assist in their children's educational development.

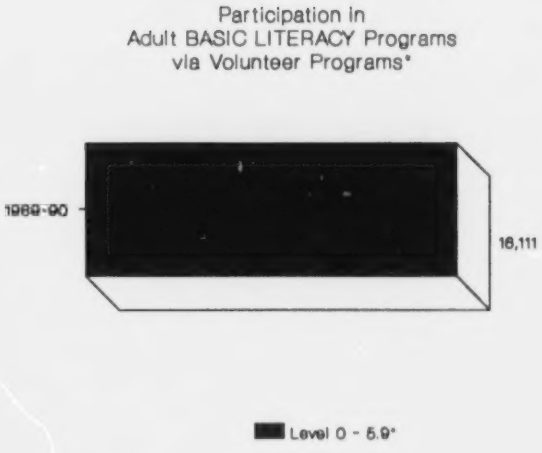
Participation

Full implementation of local adult literacy plans began in school districts and community colleges during the 1989-90 academic year. The following illustrations present a "baseline" perspective on participation in adult literacy and education programs across the State. (Information on participation in volunteer adult literacy programs had not previously been collected.)









Selected Accomplishments of Local Agencies

The *Florida Adult Literacy Plan* required that local resources be linked, coordinated, and reinforced in order to address the unique adult literacy needs and opportunities found in Florida's communities. Local accomplishments were primarily derived from annual performance reports submitted by local agencies to the Florida Department of Education. Accomplishments were reported by seventy (70) agencies with local adult literacy plans. The following accomplishments are organized according to the seven components required by the Plan.

Component 1: Volunteers

- Forty-three (43) counties reported linkages for volunteer services.
- Volunteers provided 760,428 hours of instruction for adult literacy students.
- A total of 10,685 volunteers were trained to provided instructional services for adult literacy students.
- A total of 41,207 hours of training were provided for volunteer adult literacy instructors.

Component 2: Local Working Agreements

- A total of 751 agreements were developed between local governmental agencies for the delivery of adult literacy services.
- A total of 303 adult literacy service agreements were developed between local agencies including libraries and non-governmental agencies.
- Agreements with 102 libraries were made for adult literacy services.
- A total of 157 agreements for adult literacy services were made with state agencies including Health and Rehabilitative Services, Job Service, and Department of Labor and Employment Security.
- Forty-one (41) ageeements were made with Federal agencies.

Component 3: Coordination of Efforts

- Local agencies reported that 989 agencies were involved in coordinated local adult literacy programs.
- Adult literacy services were coordinated with 433 local agencies, including 167 libraries.
- Adult literacy services were coordinated with 135 religious organizations.

Component 4: Individualized Instruction

- On the average, class size was reduced from 30 to 22 in adult literacy programs provided by school districts.
- On the average, class size was reduced from 30 to 25 in adult literacy programs provided by community colleges.
- Class size for volunteer adult literacy services was 1 to 1.

Component 5: Program Evaluation

- Each agency with an approved adult literacy plan submitted an annual performance report to the Department of Education.
- Annual performance reports provided for the tabulation of data with regard to each of the seven (7) components described in this section.

Component 6: Recruitment of Adults

- A total of 67,610 adult students were referred for adult literacy program services.
- A total of 56,360 adults were enrolled in local adult literacy programs.

Component 7: Parent/Family Literacy

- Over 50 counties are involved in parent education and/or family literacy activities which include workshops, classes, dissimination of material, and development of guidebooks.

- Special parent education and/or family literacy programs with initiated in the following agencies:
  - Daytona Beach Community College
  - Florida Literacy Coalition, Inc.
  - Pinellas County Public School District
  - Washington County Public School District

Selected State Agency Accomplishments

The Act required the implementation of a systematic and coordinated attack on adult illiteracy via local and state agencies. Six (6) state agencies have been involved to initiate state level adult literacy development activities. Some of the accomplishments of these agencies are summarized below.

Correctional Education School Authority

- Piloted an automated student data management system with the Northeast Florida Educational Consortium and developed the *Testmate Program* for baseline data collection and analysis.
- Initiated incentives for student inmates including 20 days per month gain-time, certificates, and awards for inmates who demonstrate competence, perfect attendance, and/or significant progress.

Department of Education

- Established formal agreements between the Departments of Health and Rehabilitative Services and Labor and Employment Security; and intra-agency coordination between the Correctional Education School Authority, Department of State (Division of Library and Information Services), and the Governor's Office.
- The Commissioner appointed the Florida Adult Literacy Policy Academy Team to guide the implementation of the Act.
- Regional workshops were conducted to assist local agencies in conjunction with personnel from HRS, Corrections, Libraries, and volunteer groups.
- Approved local adult literacy plans as follows:
  - 55 school districts
  - 8 community colleges
  - 4 combined plans (districts and community colleges)
  - 2 Indian tribes
  - the Correctional Education School Authority
- State-administered adult education funds were awarded to the Florida Literacy Coalition to promote the "Literacy is a Family Affair" campaign.
- Model Noninstructional Adult Literacy Centers were established in three (3) school districts and four (4) community colleges.

Department of Health and Rehabilitative Services

- Established state and local agreements to facilitate the coordination and delivery of literacy services to Project Independence clients.
- Developed procedures to increase retention of Project Independence clients until literacy and employability goals are achieved.
- Cooperated with local adult general education programs to serve 46,768 Project Independence clients.

Department of Labor and Employment Security

- Implemented policy and revised the *Program Guide for Basic Applicant Services* to include the identification and referral of clients in need of adult basic education services.
- Continued the collection of labor market information to provide data needed to show the impact of literacy programs.
- Gave certificates of appreciation and awards to significant contributors for their efforts on behalf of literacy promotion and the Partnership for Excellence Program.

Department of State, Division of Library and Information Services

- Developed a clearinghouse for literacy information.
- Formed the Adult Literacy Caucus through the Florida Library Association to provide a forum for librarians to address issues and concerns related to adult literacy services, continuing education, and training opportunities for librarians involved in literacy programs.
- Initiated the Parents and Tots Family Literacy and Computer-assisted Projects, Library in Action READ Campaign Projects, and English for Speakers of Other Languages Projects in local public libraries.

Governor's Office

- Disseminated literacy information through the State Job Training Coordinating Council to private and public agencies.

Florida Adult Literacy Policy Academy Team Issues and Challenges

The *Florida Adult Literacy Policy Academy Team* addressed the issues indicated below during the 1989-90 program year. The disposition of each issue is indicated in the boxed text.

- A reevaluation of the requirements to maintain records and to report on "average size of classes" and "the percentage of student who receive individualized instruction."

  Achieved -
  The number of students receiving individualized instruction is now limited per class by State Board of Education Rule.

- Measuring more realistically the state's progress toward its goal in reducing illiteracy.

  Achieved -
  Goals for reducing illiteracy in Florida are now measured in terms of percentage of increased enrollment. State goals now are reflected by the number of persons served through Adult Education programs.

- Evaluating the impact of volunteers to reduce illiteracy.

  Ongoing -
  An evaluation of the results of the volunteer sector are reflected in the 1991 edition of *Achieving Adult Literacy in Florida.*

- The correlation of assessments of student progress via FTE-based and non FTE-based programs.

  Ongoing -
  Assessment of student progress via Adult Education and volunteer sectors will continue.

- Grade level indicators used to assess student progress. Keeping indicators consistent in order to utilize the Adult Education Annual Report or MIS (FIRN).

  Ongoing -
  The State of Florida is currently using competency-based tests, as well as, grade level indicators to indicate the achievements of adult learners. The definition of grade level indicators is being changed to reflect the federal definition.

- Departure from the grade level approach to defining literacy and measuring literacy progress.

  Ongoing -
  The State of Florida is moving toward defining literacy and measuring literacy from a competency-based perspective.

- Need and feasibility for the development and norming of a "State of Florida Basic Skills Test" for use in assessing literacy levels.

> Ongoing -
> A task force has articulated with special needs to designate the most current and feasible test for use in assessing literacy levels.

The following issues will be addressed by the Team during future program years:

- The Team will seek expansion of programs designed to aid persons within the judicial system. Model programs such as the Probationer's Educational Growth program, and other literacy programs will be studied.
- A definition of literacy which measures literacy along lines which better demonstrate a mastery of performance standards will be sought.
- Workforce education will be strongly supported. The Team will work to support workforce education legislation, methodology, and better communication of workforce education products.
- The Team will work to revise the Florida Adult Literacy Act. It will support an expanded definition literacy, the inclusion of workforce literacy in component 7 of the Florida Adult Literacy Plan, and the deletion of prescriptive language as related to measuring the success of literacy initiatives.
- Recruitment and identification procedures through improved technology and better communication methods will be supported.
- The Team will actively support the expansion of family literacy programs. The state-wide family literacy campaign will be closely monitored for success.
- The Team accepted the following challenges determined by the 1989 Governor's Education Summit:

Performance Goals

- Increase, by 50%, the number of adults who successfully demonstrate adult literacy competencies as measured by tests approved by the State Board of Education.
- Increase the number of adults who have a high school diploma or its equivalency by 10%.
- Adopt a system of measurement, by 1993, that accurately measures functional literacy levels.

Restructuring Goals

- Establish procedures for building a baseline for collecting and reporting measurable performance and compliance data form all sources.
- Expand the development of local literacy plans to include the involvement of all agencies and organizations, both public and private, engaged in adult literacy efforts. Workplace literacy programs will be established as part of the local literacy plan.
- Work with local educational agencies to develop a comprehensive marketing plan to maintain focus on literacy issues.
- Request the Florida Legislature to support, for fiscal year 1991-92, the Model Non-Instructional Adult Literacy Centers and to reevaluate the Centers' impact on literacy initiatives on an annual basis.
- Review the concept of family education centers, currently being utilized in selected areas of the state, and evaluate the possibilities of program expansion.
- Recommend increased use of instructional technology in adult literacy programs, with emphasis on increasing higher level cognitive skills.
- Recommend the requirement that teachers, facilitators, and administrators involved in the implementation of State funded adult education literacy programs, participate in education and training in adult education methods and techniques.

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Appendix A
Summary of State Level Accomplishments

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Statistical Perspectives on Florida's Adult Education and Literacy Programs

Abbreviations and Acronyms

The following abbreviations and acronyms are used throughout this report. This list is provided for your convenience.

ABE	Adult Basic Education
AFDC	Aid to Families with Dependent Children
BACE	Bureau of Adult and Community Education
CASAS	Comprehensive Adult Student Assessment System
CESA	Correctional Education School Authority
DLES	Department of Labor and Employment Security
DOC	Department of Corrections
DOE	Department of Education
DOS/DLIS	Department of State / Division of Library and Information Services
DPS	Division of Public Schools
DVACE	Division of Vocational, Adult, and Community Education
ESOL	English for Speakers of Other Languages
ESL	English as a Second Language
FACC	Florida Association of Community Colleges
FAEA	Florida Adult Education Association
FTE	Full time equivalent
GED	General Educational Development (examination)
HRS	Department of Health and Rehabilitative Services
IPAES	International Association of Personnel in Employment Security
JSEC	Job Service Employer Committees
JTPA	Job Training and Partnership Act
LEA	Local Education Agency (school districts and community colleges)
LLA	Laubach Literacy Action
LVA	Literacy Volunteers of America
NEFEC	Northeast Florida Educational Consortium
OTCA	Omnibus Trade and Competitiveness Act
PIC	Private Industry Council
SDA	Service Delivery Areas (Dept. of Labor and Employment Security)
SELT	State Employment Literacy Training programs
SJTCC	State Job Training Coordinating Council
TAA	Trade Adjustment Assistance
TABE	Test of Adult Basic Education
TRA	Trade Readjustment Allowance
USDOL	U. S. Department of Labor
VISTA	Volunteers in Service to America

Achieving Adult Literacy in Florida

Florida Adult Literacy Plan Status Report - 1990

The State of Florida has embarked on an organized, systematic, and coordinated attack, at the both state and local levels, on the problem of adult illiteracy. This attack has mobilized policy makers, program managers, and staff members in state governmental agencies, local governmental agencies, school districts, community colleges, private organizations, professional groups, and volunteer groups. Actions were prompted by the enactment of the Florida Model Literacy Program of 1987, known as the Florida Adult Literacy Act.

This report summarizes the nature of activities, programs, plans, and accomplishments which were implemented in the State of Florida since 1988. These are described for the Florida Adult Literacy Policy Academy, local agencies, and state agencies.

The Challenge

Illiteracy is not a new issue, nor is it an issue of anything less than enormous magnitude. Repeated attempts to "stamp-out illiteracy" have failed to stem the growth of the illiterate population. Educational solutions are available for those who lack literacy skills, but programs that target the illiterate population have been unsuccessful in recruiting and retaining adult students in sufficient numbers to significantly reduce the problem.

One reason for the failure is that illiteracy is not a unidimensional problem that can be erased simply with money, instructional programs, and good will. As one educator noted, "Illiteracy may be as much a sociocultural problem as an educational problem" (Harmon, 1987). More than anything else, illiteracy is a cultural blight with roots in the family, social, economic, and political arenas. Pervasive illiteracy within a subculture affects each member, undermining the development of self-esteem and diminishing the motivation to strive for long-range career achievement.

Another perspective was presented in a study on illiteracy conducted by the National Assessment of Educational Progress (NAEP). According to NAEP's findings, the main problem is not so much that literacy skills have been declining, but that literacy demands keep rising.

... illiteracy is not a unidimensional problem that can be erased simply with money, instructional programs, and good will.

Many communities have already devoted years of effort to helping adults who lack adequate literacy skills. Assistance has been offered through public, private, and volunteer groups. As valuable as these programs have been, they are clearly insufficient to keep pace with Florida's adult illiteracy rate. It remains important for each local education agency (LEA) to understand the various veils of illiteracy that exist in its community and to establish interagency coordinated methodologies that attack the roots, not simply the surface manifestations of the problems.

Another important resource for understanding the roots of illiteracy can be found in the statistical data base, but this resource requires much improvement. Valid and reliable current statistical data pertaining to illiteracy are not easily obtained.

Individuals are the best sources for information about illiteracy. Adults, however, who lack the ability to read and write at the fourth-grade level often mask their plight. Most are unable to answer questionnaires because they cannot read them. Moreover, they may not seek help with what others perceive to be their "problem" because their subculture fails to recognize the value that society in general places upon the ability and the right to read.

Given the limitations of second-hand information (self-reported census data, completed schooling reports, etc.) for identifying those lacking literacy skills, it will take time for districts to obtain accurate and useful illiteracy baseline data. Various functional literacy studies from the 1970s, including Florida's State Student Assessment Testing Program, yielded various estimates of illiteracy, depending upon what measure and what cutoff scores were used.

Adult illiteracy is a major barrier to individual self-sufficiency and constructive activity. Studies have confirmed the link between illiteracy and the social ills of crime, unemployment, and dependence on public assistance. Further, the problems are self-perpetuating, as demonstrated by the correlation between parental education level and a child's scholastic achievement. In light of these facts, the Legislature enacted the Florida Model Literacy Program Act of 1987 (the Adult Literacy Act).

The Florida Model Literacy Program Act of 1987

The legislative intent is:

- to improve state-level institutional cooperation and coordination among governmental agencies (such as the Departments of Education, Corrections, Labor and Employment Security, State, and Health and Rehabilitative Services) and private, volunteer, and/or public- support agencies (such as literacy councils and libraries);
- to eliminate fragmentation in the local delivery of literacy services; and
- to provide guidelines for public schools and community colleges to follow in developing and implementing local literacy plans.

The Act built upon and complemented existing adult education statutes and other legislative initiatives. For instance, the Florida Employment Opportunity Act, or "Project Independence", as it is popularly called, recognizes the necessity for state and local interagency cooperation, especially among the Departments of Education, Labor and Employment Security, and Health and Rehabilitative Services, by providing AFDC recipients with opportunities to become self-supporting and self-sufficient.

As part of its initiative, the Legislature directed the Commissioner of Education to develop the *Florida Adult Literacy Plan* to attack the problem of adult illiteracy in an organized, systematic, and coordinated manner at both state and local levels.

Adult illiteracy is a major barrier to individual self-sufficiency and constructive activity.

The Legislature further directed responsible school districts and community colleges to coordinate efforts with public libraries and other local sponsors of literacy programs. By encouraging the coordination of literacy activities throughout Florida, this array of legislated mandates and guidelines enhanced existing public and private initiatives to reduce adult illiteracy.

Many communities have already devoted years of effort to helping adults who lack adequate literacy skills; assistance has been offered through public, private, and volunteer groups. As valuable as these programs have been, they are clearly insufficient to keep pace with Florida's adult illiteracy rate.

It remains important for each local education agency (LEA) to understand the various veils of illiteracy that exist in its community and to establish interagency coordinated methodologies that attack the roots, not simply the surface manifestations of the problems.

Literacy program developers can continue to address many of these conditions by designing carefully targeted local efforts. By working closely with those who study the issues of illiteracy, they can increase significantly the self-sufficiency of individuals and to improve the state's economic climate.

Florida's Literacy Policy Objectives

Florida's literacy policy objectives were developed from Florida Statute 228.0713, the *Florida Adult Literacy Act*. This statute committed the State to targeting resources to assist those adults who lack basic or functional literacy competencies. These competencies are needed in attaining the skills, knowledge, and background necessary to enhance economic self-sufficiency.

By 1995, Florida will reduce the percentage of the adult population lacking basic literacy skills, defined, as below fourth-grade level (0 through 3.9), from the current level of 3.5 percent to 2 percent.

By 1995, Florida will reduce the percentage of the adult population lacking functional literacy skills, defined as below ninth-grade level (4.0 through 8.9), from the current level of 18 percent to 10 percent.

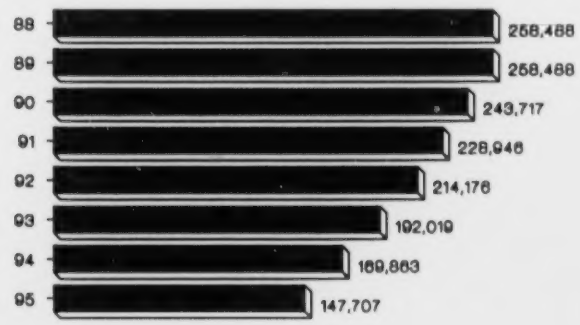
The Florida Adult Literacy Plan

On January 26, 1988, the State Board of Education approved the *Florida Adult Literacy Plan*. The plan described the extent of illiteracy among Florida's adults. In addition, it presented a comprehensive set of strategies to address the educational needs of adults without basic or functional literacy.

The plan was developed by a planning team comprised of persons representing governmental agencies, educational agencies, and private businesses. The planning process served to mobilize key persons and their organizations to embark on an organized, systematic, and coordinated attack on adult illiteracy.

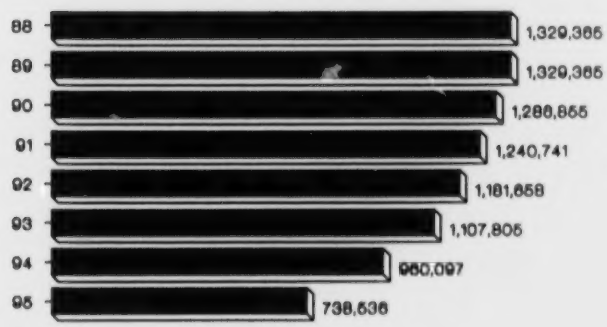
The plan included the establishment of goals for participation in adult literacy programs each year through 1995. Goals were defined according to the basic literacy level and the functional literacy level. The following illustrations depict these goals.

Goals for BASIC Illiteracy Reduction
Adult Population, 1988-1995
Grade Levels 0 to 3.9



Source: Florida Adult Literacy Plan
Based on 1980 Census

Goals for FUNCTIONAL Illiteracy
Reduction, Adult Population
Grade Levels 4.0 to 8.9



Source: Florida Adult Literacy Plan
Based on 1980 Census

Local Level Strategies

During the 1988-89 academic year, school districts and community colleges had opportunities to prepare and submit a local literacy plan. Plans were solicited by the Bureau of Adult and Community Education, Division of Vocational, Adult, and Community Education, Department of Education. Plans were prepared with the following major sections:

- Statement of the problem
- Local policy goal(s)
- Local strategies related to marketing, student motivation, delivery of services, and accountability
- Evaluation criteria and resource impacts

Plans meeting all requirements were approved by the Commissioner of Education. Qualified agencies were subsequently approved to use state and local adult education funds for program support.

Local agencies were required to incorporate the seven (7) mandatory components cited in the Florida Model Literacy Program Act of 1987, Section 228.0713, F.S. These are listed below with respective indicators of compliance.

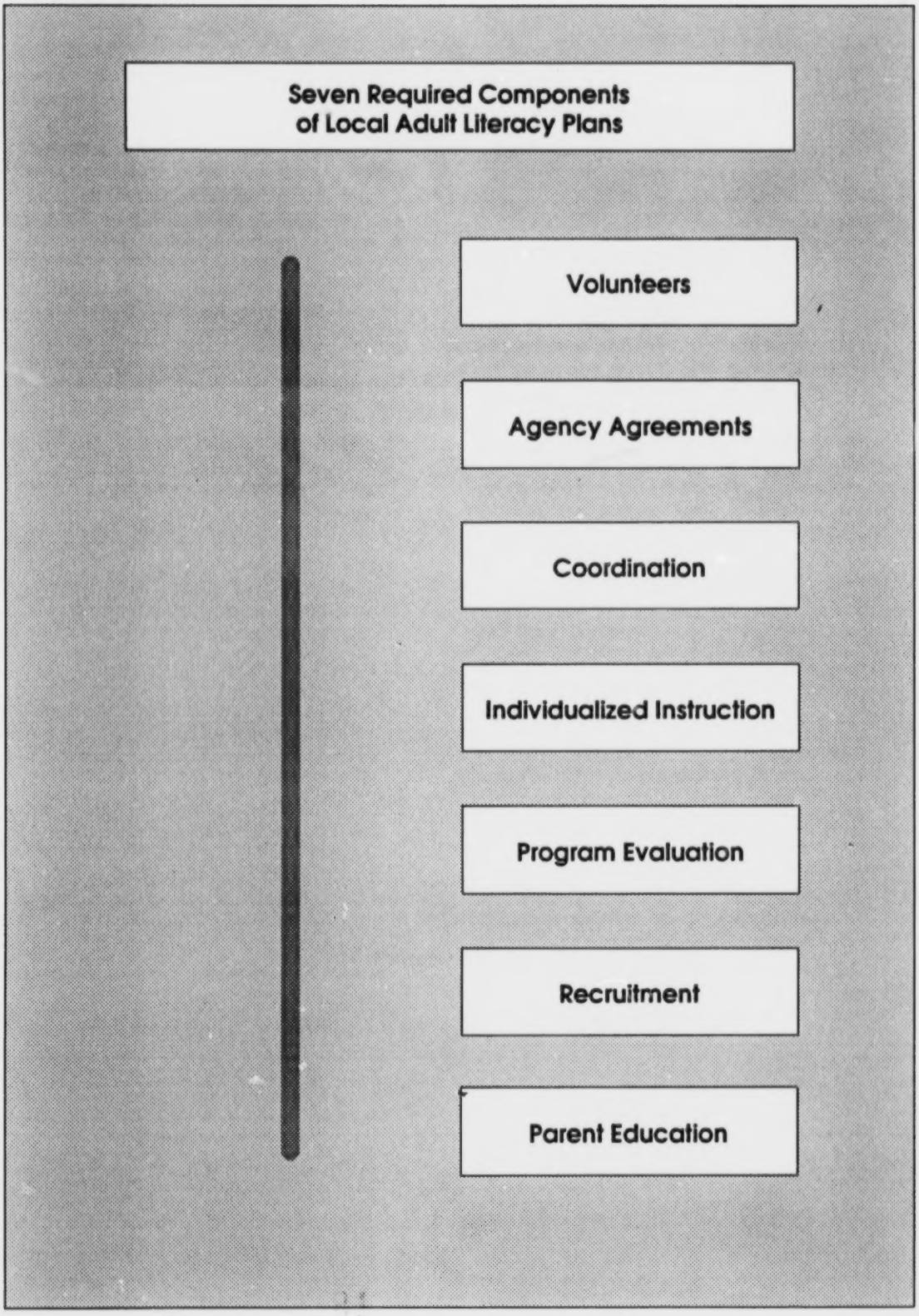
COMPONENT 1:
Utilization and Training of Volunteer Instructors as Part of an Overall Volunteer Literacy Program

INDICATORS OF COMPLIANCE:
The plan should indicate the current number of volunteers, by providers, and the number of volunteer hours that were served during the past fiscal year. As a consequence of agreements developed between the LEA and the local-service entities, a projection of future voluntary activity should be provided to acknowledge progress over the base year's data. The data should also include the number of volunteers trained, the person-hours of training in the past year, and the target number of persons to be trained in the coming year.

COMPONENT 2:
Interagency and Intra-agency Cooperation and Coordination Through Meaningful Local Working Agreements

INDICATORS OF COMPLIANCE:
For those segments of the illiterate population composed of recipients of government assistance, incarcerated persons, and unemployed persons, the signing of specific agreements may be required. The agreements may specify testing, referral, and communication procedures; the number of clients to receive specific services; the number of hours of services to be provided; the degree to which resources will be shared; the nature and value of these resources; and results in terms of average participant progress for such coordination.

Intra-agency coordination should address the possibilities for developing bridges between basic literacy and vocational education, including the identification and use of nontraditional instructional sites and delivery opportunities. For example, specific vocational programs that heretofore would have unavailable to those with literacy difficulties might be redesigned as pilots to enable clients to become both literate and job-ready or employed. Such pilot programs might be tied to customized training initiatives that are developed in concert with local employers, Private Industry Councils of the Job Training Partnership Act, or the Bureau of Industry Services within the Department of Education. Sites for delivery could be sites that have not been considered before (e.g., workplaces and community centers) but that have the potential for encouraging previous nonparticipants to take advantage of literacy education opportunities.


Seven Required Components
of Local Adult Literacy Plans
Volunteers
Agency Agreements
Coordination
Individualized Instruction
Program Evaluation
Recruitment
Parent Education

COMPONENT 3:
Coordination of Efforts with Public Libraries and Other Local Sponsors of Literacy Programs

INDICATORS OF COMPLIANCE:
Community programs that can provide specific resources to augment the LEA effort may be indicated by local working agreements between providers. Also, use of nontraditional learning sites and resources for delivery of services, with reports on the amount and quality of instruction provided in the past fiscal year, could serve as indicators of compliance. Specific report, communication, and referral procedures should be incorporated as part of the agreements made with community literacy programs. Indicators may include the number of person-hours involved, as well as other performance indicators such as level of achievement, attainment of further education, number of jobs acquired, job advancement, economic self-reliance, etc.

COMPONENT 4:
Progress Toward More Individualized Literacy Instruction by Reducing Class Size

INDICATORS OF COMPLIANCE:
Each local plan should indicate the average size of classes and the percentage of students who receive individualized instruction, as defined in Section 228.0715, F.S. If available, data should include base-year figures as well as projections for the coming year. Compliance is indicated by a reduced average class size and by more individualized literacy instruction, as well as by levels of literacy attained.

COMPONENT 5:
Program Evaluation Criteria and Procedures

INDICATORS OF COMPLIANCE:
In an effective program evaluation, specific data are reviewed and feedback is offered on the effectiveness of the plan and its implementation. Evaluation will take place in two domains: (a) delivery and compliance, and (b) impact and consequences.

These evaluation data, as they relate to local plans and state plan development, will be collected at the local levels by means of a uniform methodology, in a manner to be prescribed by DOE at a future date.

The state will require the following minimum data to be collected by each LEA,* effective the beginning of program year 1989:

- the number of students enrolled and tested in various literacy instruction programs;
- the number of students separated from the program;
- the number of students who completed the program (e.g., achieved basic-or functional-literacy levels, as defined in the statute);
- the number of students continuing in the program;
- the average number of instructional hours per student;
- the number of students referred and enrolled from other service agencies (e.g., Labor, HRS, the libraries); and
- the numbers and types of nonstandard instructional delivery sites (e.g., workplace, community centers) identified and used.

* Most of this information is presently accessible through the *Adult Education Annual Report.* Minor adaptations to that document should satisfy most of the above requirements.

COMPONENT 6:
Identification, Recruitment, and Retention of Adults Lacking Basic and Functional Literacy Skills

INDICATORS OF COMPLIANCE:
The use of written agreements and procedures with HRS, local employers, PICs, local job-service offices, and community entities that provide educational services should specify testing and referral procedures that encourage recruitment and follow-up communication to ensure the retention of participants. The development and use of nontraditional sites for the delivery of literacy instruction will demonstrate the extent to which agencies are being responsive to the unique values and characteristics of the various potential recipient populations. Marketing procedures should be developed for specific populations (e.g., AFDC recipients, unemployed persons). The development of a video presentation that could be used in AFDC waiting rooms in an example of an indicator of compliance for recruitment of adult literacy participants. A mailing to employees indicating the availability of classes for a company's existing work force would be in indicator of compliance for goals associated with literacy in the workplace.

COMPONENT 7:
Parent Education

Activities for this component are directed at the prevention of adult illiteracy through programs designed to help parents learn the techniques and skills they require to assist in their children's educational development.

INDICATORS OF COMPLIANCE:
Programs currently in place through HRS, such as dropout prevention and parental effectiveness training programs, can be expanded and offered through other literacy-service providers. New and innovative programs offered outside conventional classrooms could be developed, such as family reading hours and family-oriented literacy lessons delivered through the local media (television, radio, newspaper). Kindergarten through twelfth-grade educational programs could emphasize the role of parents as their children's first and most influential teachers. Programs could be developed to help parents learn the techniques and skills they require in order to foster their children's educational development.

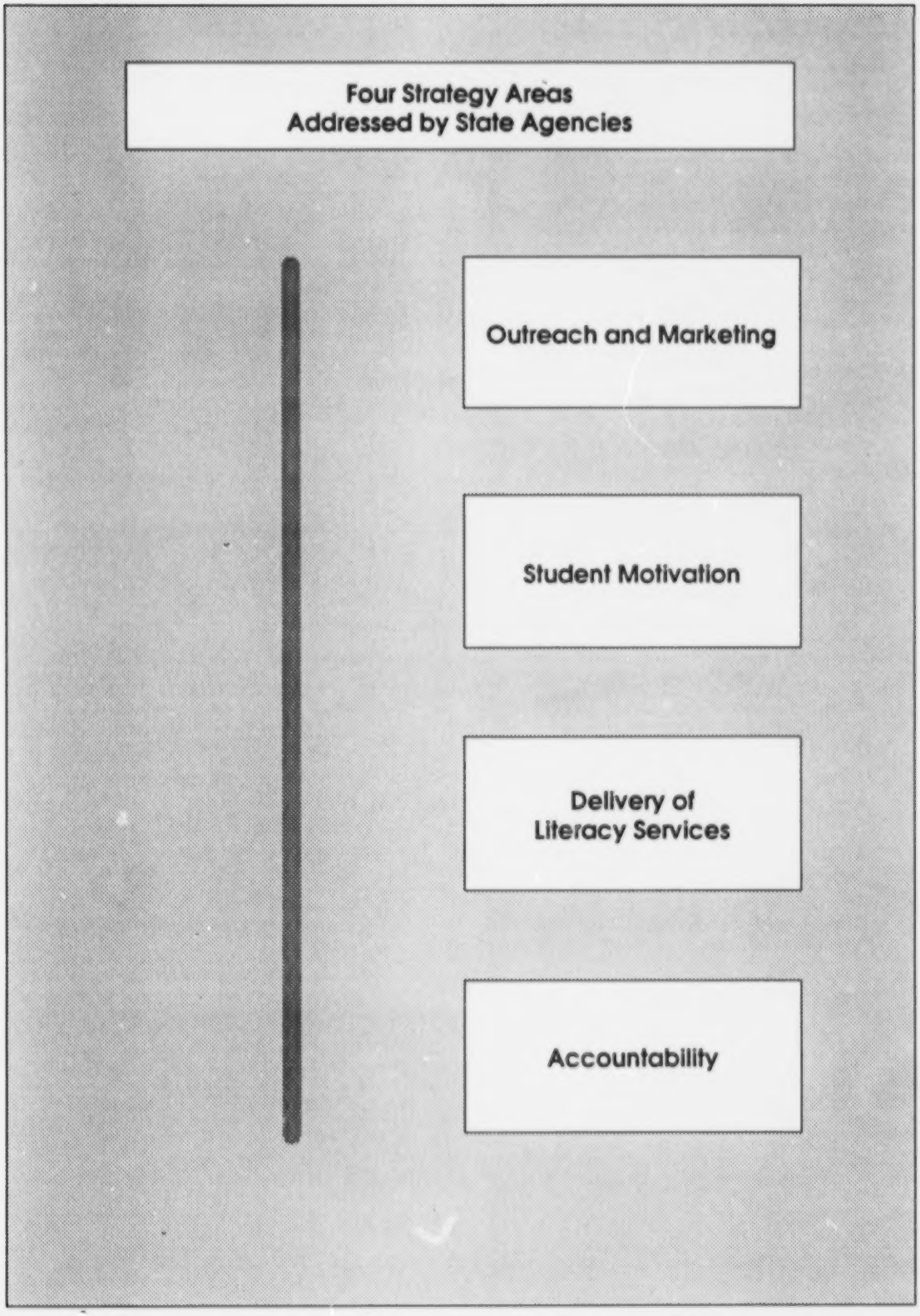
State Level Strategies

In order to address the required components, the policy objectives, and the time parameters imposed by the Legislature, the *Florida Adult Literacy Plan* contained strategies for state level planning that required the following state agencies to implement activities, formulate policies, and monitor results.

- Correctional Education School Authority
- Department of Education
- Department of Labor and Employment Security
- Department of State, Division of Library and Information Services
- Governor's Office
- Health and Rehabilitative Services

Strategies were organized according to the following four (4) areas of work:

- **Outreach and Marketing**
  - identifying the needs of the adult illiterate population including AFDC recipients and inmates
  - developing recruitment procedures for use with those on welfare, the unemployed, and the incarcerated
  - coordinating literacy development activities across the respective state agency via meetings, communications, marketing plans, and literacy councils/panels
- **Student Motivation**
  - developing incentives and procedures to promote the enrollment and retention of illiterate adults
  - developing agreements to provide "friendly sites" for training and instruction
  - developing methods for communicating the benefits of becoming literate
  - providing programs for parent education and health education
- **Delivery of Literacy Services**
  - promoting access to literacy programs
  - reviewing and adopting appropriate assessment methods
  - selecting and/or developing valid instructional methods
  - implementing staff development
  - providing for cooperative programming between agencies
  - establishing agreements to extend the use of existing resources
  - refining labor market information
  - disseminating program models, strategies, and resources
  - providing cost-effective program criteria
  - establishing literacy panels in correctional facilities
  - establishing a continuum for functional literacy
- **Accountability**
  - requiring each correctional facility to develop a literacy plan
  - requiring each correctional facility to document literacy instruction and results
  - developing procedures for collecting and reporting changes in the level of illiteracy
  - operating a state level literacy group to facilitate cooperation, coordination, and reporting of literacy development activities


Four Strategy Areas
Addressed by State Agencies
Outreach and Marketing
Student Motivation
Delivery of
Literacy Services
Accountability

Accomplishments of the Florida Adult Literacy Policy Academy Team

Activities to support the plan were guided by the **Florida Adult Literacy Policy Academy Team.** The team emerged as the primary group responsible for directing Florida's multi-faceted and interagency attack on illiteracy. It originally operated as the study team charged with the development of the *Florida Adult Literacy Plan.* Concurrent with the adoption of the plan, the team accepted the following challenges:

- support the full implementation of the Florida Model Literacy Program Act of 1987
- monitor the extent and impact of illiteracy in Florida
- monitor national trends which impact illiteracy
- facilitate the effective use of public and private resources in addressing Florida's literacy objectives
- monitor the development and implementation of literacy plans by state and local agencies
- monitor the impact of State and Federal policies on illiteracy
- monitor the impact of activities designed to reduce illiteracy
- communicate needs to the Governor, the Legislature, and the Commissioner of Education
- develop periodic reports to communicate initiatives, accomplishments, and needs

Composition of the Team

The nine (9) person team is comprised of persons representing the following agencies with significant commitment to reducing illiteracy in Florida.

- local government
- local school districts
- the Correctional Education School Authority
- the Department of Education
- the Department of Health and Rehabilitative Services
- the Department of Labor and Employment Security
- the Governor's office
- the Legislature
- private businesses

Resource Personnel

The team is supported by the staff of the Bureau of Adult and Community Education, Division of Vocational, Adult, and Community Education, Department of Education. In addition, staff persons representing the following groups have regularly advised the team:

- Division of Community Colleges
- Division of Library and Information Services
- Florida Adult Education Association
- Florida Association for Community Colleges
- Florida Literacy Coalition
- volunteer groups concerned with literacy

Policy Decisions

The Team has met on a quarterly basis to proactively address literacy initiatives. Routinely, each agency has presented an update on objectives and achievements actively pursued and obtained during the quarter. A summary of issues considered by the team during each meeting is highlighted below.

Team Meeting - October 18, 1990

- Persons referred by the Department of Labor for literacy training shall be tracked by the Bureau of Adult and Community Education separately from HRS and others.
- The Probationer's Educational Growth Program and other incentives that promote literacy in cooperation with the Judicial branch were supported.
- The implementation of a State Clearinghouse for Literacy was supported.
- The Team agreed to take part in the National Adult Literacy Study in order to measure the literacy level of Floridians with a definition that is acceptable by nation-wide standards.
- The Governor's Educational Summit Recommendations which set the direction for Adult Literacy in Florida were accepted.
- Two workplace literacy initiatives which included incentives for businesses to become involved were presented. The team reaffirmed its commitment to supporting workforce education.

Team Meeting - August, 1990

- The Team moved to work toward insuring that GED preparation is available to all prisoners prior to release.
- The Team advocated the continued growth of literacy initiatives by the Judicial branch and persons involved with probationers.
- The "Adult Literacy Plan Act" would be rewritten to provide a definition of literacy and to allow the states to better direct future policy decisions.
- The Team supported the following agency initiatives:
  - "Join Hands for Literacy" program by the Department of State
  - mandatory education process by the Correctional Education School Authority

Team Meeting - April 19, 1990

- A task force was developed to review the *Florida Adult Literacy Plan* to recommend any necessary updates or new information that would be included.
- The Volunteer Report form shall be distributed to volunteer groups requesting the local volunteer groups to provide all information to their local education agency.
- The Team supported the following agency initiatives:
  - "stuffers" placed in AFDC checks about literacy by HRS
  - manuals published by the Florida Literacy Coalition entitled "Partnership Literacy"
  - The Family Literacy Resource Guide developed by the Bureau of Adult and Community Education

Team Meeting - October 24-25, 1989

- Information dispersal on JOBS (Job Opportunities & Basic Skills)
- Administration of TABE to Project Independence clients
- Booklets on model family literacy programs in Florida for December
- Performance versus attainment interpretations of literacy
- Need for state aid assessment of literacy

Team Meeting - July 27-28, 1989

- Formation of the JTPA Super Council
- Invitation of model workplace literacy prison program
- Progress report of national/state legislation
- Dissemination on procedures of Family Literacy materials.
- Standardized Volunteer Groups Report Form
- Volunteer group funding at state level
- Data from FTE and Non-FTE funded programs
- The acceptance of federal literacy levels

Team Meeting - December 14, 1988

- Determined that the proactive role of their duties are best described by oversight, advice and counsel.
  - Discussed and determined the need to peruse the complicated procedure of determining a standardized test for literacy
  - Recommended that the legislature established workplace literacy coordinators at 20 community colleges through out the state

Team Meeting - August 30, 1988

- Support of "Literacy is a Family Affair" campaign was determined. The Team recommended that the Department of Education develop a request for a proposal to develop a statewide "Literacy is a Family Affair" campaign.

Team Meeting - August 20, 1987

- Technical aspects of the Adult Literacy Plan, especially as to the responsibilities of the writing team, were formulated.

Accomplishments of Local Agencies

Florida's attack on adult illiteracy is primarily based on activities implemented at the local level via a variety of organizations, agencies, and groups. The *Florida Adult Literacy Plan* required the mobilization of resources across many groups. Further, it required that local resources be linked, coordinated, and reinforced in order to address the unique adult literacy needs and opportunities found in Florida's communities.

This section is organized according to the seven (7) components defined in the *Florida Adult Literacy Plan*. Findings and accomplishments were primarily derived from annual performance reports submitted by local agencies to the Florida Department of Education. Accomplishments were reported by seventy (70) agencies with local adult literacy plans.

COMPONENT 1:
Utilization and Training of Volunteer Instructors as Part of an Overall Volunteer Literacy Program

Selected Accomplishments

- Forty-three (43) counties reported linkages for volunteer services.
- Volunteers provided 760,428 hours of instruction for adult literacy students.
- A total of 10,685 volunteers were trained to provided instructional services for adult literacy students.
- A total of 41,207 hours of training were provided for volunteer adult literacy instructors.

COMPONENT 2:
Interagency and Intra-agency Cooperation and Coordination Through Meaningful Local Working Agreements

Selected Accomplishments

- A total of 751 agreements were developed between local governmental agencies for the delivery of adult literacy services.
- A total of 303 adult literacy service agreements were developed between local agencies including libraries and non-governmental agencies.
- Agreements with 102 libraries were made for adult literacy services.
- A total of 157 agreements for adult literacy services were made with state agencies including Health and Rehabilitative Services, Job Service, and Department of Labor and Employment Security.
- Forty-one (41) agreements were made with Federal agencies.

COMPONENT 3:
Coordination of Efforts with Public Libraries and Other Local Sponsors of Literacy Programs

Selected Accomplishments

- Local agencies reported that 989 agencies were involved in coordinated local adult literacy programs.
- Adult literacy services were coordinated with 433 local agencies, including 167 libraries.
- Adult literacy services were coordinated with 135 religious organizations.

COMPONENT 4:
Progress Toward More Individualized Literacy Instruction by Reducing Class Size

Selected Accomplishments

- On the average, class size was reduced from 30 to 22 in adult literacy programs provided by school districts.
- On the average, class size was reduced from 30 to 25 in adult literacy programs provided by community colleges.
- Class size for volunteer adult literacy services was 1 to 1.

COMPONENT 5:
Program-Evaluation Criteria and Procedures

Selected Accomplishments

- Each agency with an approved adult literacy plan submitted an annual performance report to the Department of Education.
- Annual performance reports provided for the tabulation of data with regard to each of the seven (7) components described in this section.

COMPONENT 6:
Identification, Recruitment, and Retention of Adults Lacking Basic and Functional Literacy Skills

Selected Accomplishments

- A total of 67,610 adult students were referred from one agency to another for adult literacy program services.
- A total of 56,360 adults were enrolled in local adult literacy programs.

COMPONENT 7:
Parent Education and Family Literacy

Selected Accomplishments

- Special parent education and/or family literacy programs with initiated in the following agencies:
  - Daytona Beach Community College
  - Florida Literacy Coalition, Inc.
  - Pinellas County Public School District
  - Washington County Public School District

Accomplishments of State Agencies

This section presents the major accomplishments reported by state agencies to the Florida Adult Literacy Policy Academy Team. These are described in more detail in the Appendix A of this report. A separate sub-section is included for each of the following agencies:

- Correctional Education School Authority
- Department of Education
- Department of Labor and Employment Security
- Department of State, Division of Library and Information Services
- Department of Health and Rehabilitative Services
- Governor's Office

Correctional Education School Authority Accomplishments

The following summarizes the accomplishments of the Correctional Education School Authority in support of the *Florida Adult Literacy Plan*. These are described in more detail in the Appendix of this report.

- All students are administered the TABE M test prior to enrollment to facilitate individual instruction.
- Baseline data against which to measure program impact are being collected via the *Testmate Program* and the NEFEC.
- VISTA volunteers were involved to raise community awareness of initiatives for increasing literacy.
- Inmates receive gain-time incentives upon successful completion of a literacy program.
- Inmates functioning below the 9th grade level are required to be enrolled in a literacy program.
- Continuing agreements with the Department of Corrections are in place for communicating information about literacy programs.
- The CESA is represented on the Corrections State-wide Literacy Advisory Council, as well as, each local VISTA program advisory council.
- Certificates and awards are made to inmates who demonstrate competence, perfect attendance, and/or movement from basic literacy to functional or functional to the GED classes.
- Working agreements exist between the CESA and local literacy providers to offer tutor training to volunteers and teachers which allows them to work with basic literacy students facilitating higher levels of proficiency.
- Target recipients obtain information about the realistic benefits of becom-

ing literate via institutional posters and teacher counseling.
- The CESA participated with the Corrections Statewide
- Literacy Council to identify problems or barriers to access to educational sites.
- VISTA literacy coordinators serve in one third of the correctional institutions to coordinate and promote voluntary peer and community tutoring.
- A staff member shall be appointed at each institution for promotion of literacy programs.
- The CESA works with volunteer literacy programs via local advisory councils.
- The CESA has identified target recipients and literacy program needs.
- The Corrections Statewide Literacy Advisory Council rotates meetings at correctional institutional sites to assist in the formation of a literacy panel at each correctional facility.
- Each correctional facility conducts assessment tests on a pre- and post- enrollment basis.
- The CESA tracks the enrollment and achievement of each enrollee on a monthly basis via the *Testmate Program.*
- A special agreement between the CESA and the DOE for the coordination of literacy services is in place.

Department of Education Accomplishments

The following summarizes the accomplishments of the Department of Education in support of the *Florida Adult Literacy Plan.* These are described in more detail in the Appendix of this report.

- The DOE developed two rules which were adopted by the State Board of Education. These were entitled *Education for Handicapped Adults* and *Responsibilities of Local Sponsors for Implementing the Education for Handicapped Adults Program.*
- The DOE developed a policy paper and brief to address issues related to functional literacy of adults for consideration by the Florida Education Summit sponsored by the Office of the Governor.
- The DOE developed a request for proposals and awarded Indian River Community College funds for the Florida Literacy Corps.
- The DOE developed curriculum frameworks for Adult Basic Education, Adult Life Stages, and English for Speakers of Other Languages.
- The DOE researched and provided available demographic data which was included in the publication of the *Florida Adult Literacy Plan.*
- The DOE convened and facilitated ad hoc committees to recommend an aggregate literacy-level data base.
- The DOE published gaps between current and required levels of self-sufficiency, self-reliance, and quality of life.
- The DOE coordinated meetings with the CESA, HRS, DOE, DLES, and DLIS which covered the scope of problems, goals and strategies, interagency coordination, data collection, and evaluation problems and procedures.
- Procedures were communicated statewide via workshops, conferences, newsletters, and memoranda.
- The DOE coordinated policies regarding literacy programs related to: data collection, testing of adult students, the *Newspapers in Education* program, dropout prevention, and curriculum frameworks for adult education.
- The DOE facilitated several work groups and sponsored a state-wide special project related to parenting-education.
- Methods for communicating with target recipients were disseminated via meetings, conferences, publications, the model non-instructional literacy centers, and a special project.
- The DOE coordinated the development of local literacy plans. Local agencies were required to include in their literacy plans strategies for:
  - recruiting hard to reach clients;
  - specific cooperative agreements to reduce illiteracy in order to qualify for adult general education funds;

- agreements related to the identification and/or expansion of non-LEA facilities to increase literacy instruction sites;
- linkages for serving mentally retarded and nursing home patients;
- agreements with volunteer literacy providers; and
- evaluation and accountability procedures in local literacy plans.

- Reviewed and approved local literacy plans for 55 school districts, 8 community colleges, 4 combined school districts - community colleges, 2 Indian tribes, and the Correctional Education School Authority.
- A project was awarded to promote a literacy/health-related program.
- Efforts were coordinated with the HRS and DLES to ensure that local educational agencies were aware of state established agreements and commitment to literacy issues.
- The DOE distributed 2000 workplace literacy brochures to selected educational decision-makers, governmental agencies, employers, and other agencies.
- The DOE identified LEA concerns related to the negative impact of testing upon client recruiting.
- The DOE and the HRS jointly coordinated a review of existing tests.
- Efforts were continued to address the needs of limited English proficient adults via diagnostic testing.
- Literacy curriculum frameworks were disseminated to programs statewide.
- Literacy provider staff development proposals were requested.
- Information about literacy programs was disseminated via publications, conferences, and the Florida Literacy Coalition.
- Indicators of compliance were developed for the *Florida Adult Literacy Plan.*
- The DOE coordinated the activities of the Florida Adult Literacy Policy Academy Team.

Department of Health and Rehabilitative Services Accomplishments

The following summarizes the accomplishments of the Department of Health and Rehabilitative Services in support of the *Florida Adult Literacy Plan.* These are described in more detail in the Appendix of this report.

- Procedures for Project Independence are coordinated to support the participation of AFDC recipients in educational services.
- The information system for Project Independence is being revised to provide for a data base of literacy levels.
- Project Independence requires the development of an individual employability plan for each participant based on a comprehensive assessment of educational competencies.
- Written agreements are in place between HRS districts and education agencies to ensure prompt literacy testing as part of an individual's employability plan.
- Internal program direction is ensured through the development of a Project Independence policy manual, interpretive memoranda, and special meetings.
- Local communication for literacy initiatives is achieved for HRS through collaboration with local literacy councils and the Florida Literacy Coalition.
- Local working agreements are used by HRS to involve current and potential providers of literacy services.
- The case management system of Project Independence ensures the identification of participants who need literacy instruction.
- Counseling provided by Project Independence staff and education providers underscore the importance of overcoming education deficits as participants seek employment and self-sufficiency.
- Local working agreements are used to obtain the use of non-LEA facilities as "friendly sites" for training and instruction.

- The Project Independence Teen Parent Program requires appropriate educational activities for participants who have not completed high school.
- Referral, service provision, and follow-up mechanisms are established between Project Independence Teen Parent Program units, local education agencies, and community-based agencies to provide parenting education to teen parents.
- Referral, service provision, and follow-up mechanisms are established between Project Independence Teen Parent Program units, local education agencies, and community-based agencies to provide health education to teen parent participants.
- HRS offices enter into agreements for the use of space for literacy instruction and testing.
- The HRS and the DOE executed an initial agreement for the coordination of literacy services.
- The HRS supports innovative approaches to strengthening the effectiveness of literacy education.
- The HRS participated in the development of the *Florida Adult Literacy Plan.*

Department of Labor and Employment Security Accomplishments

The following summarizes the accomplishments of the Department of Labor and Employment Security in support of the *Florida Adult Literacy Plan.* These are described in more detail in the Appendix of this report.

- The DLES revised the program guide for basic applicant services to include a means of identifying and referring prospective clients for adult basic education services.
- The Division of Vocational Rehabilitation has implemented internal procedures for referral of consenting individuals needing adult basic education services.
- Marketing activities have been identified and implemented to develop and awareness of adult basic education services.
- The DLES issued internal memoranda requesting employees to identify individuals in need of literacy services.
- The State Job Training Coordinating Council (SJTCC) encouraged Private Industry Councils (PIC) and Service Delivery Areas (SDA) administrative units to address literacy problems of program participants.
- The DLES embarked on *Florida Workforce 2000* and included literacy as an important concern.
- Literacy was one of the topics during meetings sponsored by the Job Service Employer Committees with employers.
- The International Association of Personnel in Employment Security developed and purchased posters for distribution in support of *Project Plus* (Project Literacy U.S.). Employee seminars were conducted throughout the state, focusing on literacy problems in Florida.
- The DLES monthly publication, *Intercom,* featured articles on literacy.
- Job Service and Vocational Rehabilitation implemented screening, outreach, and recruiting activities to support literacy development.
- JTPA administrative entities and Title III contractors are required to assess the reading level of enrollees.
- The Job Corps Speakers Group provided information on the GED via presentations.
- The DLES specifically identified OTCA and Project Independence as programs providing services for target recipients.
- Individual literacy assessment methods were implemented.
- The SJTCC and the DLES supported and encouraged the involvement of PIC/SDAs as active members of cooperative, interagency committees including those for Project Independence and Regional Coordinating Councils for Vocational, Adult, and Community Education.
- The DLES maintained procedures to permit local usage of space for educational testing and service delivery.
- The Bureau of Labor Market Information within the DLES produced labor

market information used to plan education and training programs.
- The DLES coordinated (and will continue to coordinate) its literacy activities with programs and services provided by other entities including HRS, DOE, SDAs, SJTCC, vocational education agencies, public libraries, and volunteer community-based literacy stakeholders.
- Established model programs including JTPA continued to encourage the movement of persons along the literacy continuum.
- The Job Service's reporting system is in place and will continue to be reevaluated. DLES staff within the local Job Service office will advise applicants lacking basic or functional literacy skills or who indicate they have completed fewer than eight years of schooling, with their consent, be referred to a local educational agency.

Department of State Division of Library and Information Services Accomplishments

The following summarizes the accomplishments of the Department of State, Division of Library and Information Services in support of the *Florida Adult Literacy Plan.* These are described in more detail in the Appendix of this report.

- Leadership and encouragement was provided to public/correctional institution libraries in the development/expansion/improvement of local literacy activities.
- The DLIS commissioned and funded a special research report: *Libraries Improve Florida's Education: A Report on the Role of Public Libraries in the Education of Florida's Children and Illiterate Adults.*
- Federal Library Services and Construction Act funds were allocated and administered to support library literacy programs in public and correctional institution libraries statewide.
- The DLIS initiated and supported demonstration and experimental literacy projects such as: Jacksonville Public Libraries' Parent and Tots Family Literacy and Computer-Assisted Literacy Projects; Broward County Division of Libraries' Library-in Action READ Campaign Project; Jefferson County Public Library's Outreach Computer-Assisted Literacy Project; and Brevard County Library System's English for Speakers of Other Languages Project.
- A DLIS library consultant provided technical assistance in grantwriting, program design and program management for libraries interested in initiating/expanding services targeting adult illiterates.
- The DLIS State Literacy Advisory Committee was formed to help identify needs, issues, and concerns, as well as, solutions for public and institution libraries in the development of literacy services statewide.
- Regional networks were formed with designated library literacy resource librarians to act as contacts for the regions, providing technical assistance to other libraries.
- The Adult Literacy Caucus was formed through the Florida Library Association to provide a forum for librarians to address issues and concerns relevant to the provision of adult literacy services, as well as, to provide consistent continuing education and training opportunities for librarians involved in literacy programming.
- Demonstration collections of Laubach Literacy Action and Literacy Volunteers of America Tutor Workshop Training Materials were provided for use by libraries and community volunteer groups statewide.
- Audio-visual collections of literacy publicity and training materials (16 mm film, slide/tape kits, videocassettes, audiocasettes, etc.) were distributed via interlibrary loans.
- Print materials on program management, recruitment, grantwriting, learning disabilities, testing, etc. were provided via interlibrary loans.
- The DLIS supported interagency cooperation and coordination for the purpose of statewide planning, continuing

education and training, publicity and public relations, etc. (Florida Literacy Coalition, CESA Literacy Advisory Council, Department of Education).

- Ongoing publicity/public relations and resource information was provided for libraries involved in special literacy activities and/or those contemplating involvement via State Library mailings, studies, reports, publications, workshops, conferences and meetings.
- Statistical reports on the level of adult illiteracy in Florida and related reports on Florida's ranking among other states were disseminated.

Governor's Office Accomplishments

The following summarizes the accomplishments of the Governor's Office in support of the *Florida Adult Literacy Plan.* These are described in more detail in the Appendix of this report.

- The Office of the Governor sponsored the Florida Education Summit which addressed, in part, issues related to adult functional literacy.
- Communication of literacy policies, issues, and concerns was achieved periodically via staff meetings of appropriate policy units within the Governor's Office.
- Literacy information and materials received by the Governor were systematically shared with state agencies involved in literacy efforts.
- The Governor advised and encouraged Private Industry Councils (PICs) through numerous press releases and public addresses of his strong commitment to literacy efforts at the state and national levels.
- Members of the Governor's staff were assigned to participate on various committees charged with responsibility for literacy efforts in Florida.

Other State Level Accomplishments

Model Noninstructional Adult Literacy Centers

As part of its offensive against adult illiteracy, the 1987 Legislature enacted Florida Statute 228.0725, requiring the development of Model Noninstructional Adult Literacy Centers. These Centers were directed not to duplicate services but to support and promote existing public and private instructional adult literacy programs. Strengthening the linkages between existing providers and related organizations was a key role for the Centers.

The mission of the Noninstructional Centers was to identify, contact, and counsel adults (sixteen years or older) lacking basic or functional literacy skills, and to refer them to appropriate private and public agencies.

Seven (7) Model Noninstructional Literacy Centers were established. These were located at the following agencies:

- Brevard Community College
- Broward County Public School District
- Daytona Beach Community College
- Miami-Dade Community College
- Okaloosa-Walton Community College
- Polk County Public School District
- Santa Rosa County Public School District

Illiteracy is a social, cultural, and economic problem. Because of the multidimensional nature of this problem, the Model Noninstructional Adult Literacy Centers established working relationships with business and industry leaders, with the library system, and with agencies of the Departments of Health and Rehabilitative Services, Corrections, Labor, and State, among others, to assist in the implementation of their educational goals for the illiterate adult population in the State of Florida.

The Centers have provided interfacing activities with social service agencies for literacy testing and recruitment, and with business, industry, and governmental agencies for training and counseling employees.

Collaborative efforts have included the following:

- **Technical assistance and support**
  The Centers identify teachers and tutors in need of assistance and design individualized learning strategies to enable adults to attain literacy skills.

- **Resources**
  The Centers have maintained a collection of books, periodicals, professional journals, and program materials related to adult literacy for use by literacy providers.

- **Information Services**
  Information on legislation, funding, conferences, professional associations, and consultants has been compiled and disseminated to local literacy providers in the designated service areas of each Center.

- **Referral Line**
  The Centers have coordinated calls from potential clients and volunteers and make program referrals to literacy providers.

- **Networking**
  The Centers have offered local literacy providers the opportunity to share practices and procedures that have proven effective in promoting literacy.

Selected Accomplishments related to the Model Noninstructional Adult Literacy Centers

The following accomplishments were achieved during the 1989-90 program year:

- Seven centers were operated
- 17,897 adults were identified for participation in adult literacy programs
- 6,346 adults were enrolled in adult literacy programs
- 79,475 hours of volunteer instruction were generated
- 1,264 volunteers were trained
- 610 cooperative agreements were developed
- 39 workplace literacy agreements were made
- 13 family literacy programs were facilitated
- 69 local literacy providers were used

Literacy is a Family Affair Campaign

Parents who read to their children and who have a positive attitude about education, improve not only their own outlook to education, but their children's as well. In fact, these children tend to be higher achievers in school as well.

In conjunction with the many family literacy programs around the state, a special campaign to enhance family literacy was undertaken by the Florida Literacy Coalition. The campaign uses both promotional materials and progressive concepts related to family literacy in order to promote the achievements that literacy brings.

During the 1990 segment of the campaign, the following promotional materials were distributed statewide to various agencies and groups:

- 5,000 Posters
- 10,000 Book Markers
- 122,000 Family literacy flyers in a March 1990 grant award to AFDC recipients, in cooperation with the Health and Rehabilitative Services and the Florida Literacy Coalition
- 850 Family Literacy Resource Guides/Notebook file
- 15,000 "Join Hands for Literacy" brochures to public libraries

The theme "Literacy is a Family Affair" with graphics depicting children and parents reading together was utilized to promote the ideas of togetherness, positive learning experiences, and the value of reading.

Issues and Challenges

Issues and Challenges - 1990

The following issues were identified for further study:

- The Team will seek expansion of programs designed to aid persons within the judicial system. Model programs such as the Probationer's Educational Growth program, and other literacy programs will be studied.
- A definition of literacy which measures literacy along lines which better demonstrate a mastery of performance standards will be sought.
- Workforce education will be strongly supported. The Team will work to support workforce education legislation, methodology, and better communication of workforce education products.
- The Team will work to revise the Florida Adult Literacy Act. It will support an expanded definition literacy, the inclusion of workforce literacy in component 7 of the Florida Adult Literacy Plan, and the deletion of prescriptive language as related to measuring the success of literacy initiatives.
- Recruitment and identification procedures through improved technology and better communication methods will be supported.
- The Team will actively support the expansion of family literacy programs. The state-wide family literacy campaign will be closely monitored for success.
- The Governor's Educational Summit Recommendations, included within this text, will be implemented by the Team to insure that the State works through combined efforts to help the cause of literacy.

Issues and Challenges - 1989

The following issues were identified by the Ad Hoc Committee on Evaluation Criteria and Reporting for the *Florida Adult Literacy Plan*. These were reported during the spring of 1989. The disposition of each of these is indicated via the boxed text.

- A reevaluation of the requirements to maintain records and to report on "average size of classes" and "the percentage of student who receive individualized instruction."

  Achieved -
  The number of students receiving individualized instruction is now limited per class by State Board of Education Rule.

- Measuring more realistically the state's progress toward its goal in reducing illiteracy.

  Achieved -
  Goals for reducing illiteracy in Florida are now measured in terms of percentage of increased enrollment. State goals now are reflected by the number of persons served through Adult Education programs.

- Evaluating the impact of volunteers to reduce illiteracy.

  Ongoing -
  An evaluation of the results of the volunteer sector are reflected in the 1991 edition of *Achieving Adult Literacy in Florida*.

- The correlation of assessments of student progress via FTE-based and non FTE-based programs.

  Ongoing -
  Assessment of student progress via Adult Education and volunteer sectors will continue.

- Grade level indicators used to assess student progress. Keeping indicators consistent in order to utilize the Adult Education Annual Report or MIS (FIRN).

  Ongoing -
  The State of Florida is currently using competency-based tests, as well as, grade level indicators to indicate the achievements of adult learners. The definition of grade level indicators is being changed to reflect the federal definition.

- Departure from the grade level approach to defining literacy and measuring literacy progress.

  Ongoing -
  The State of Florida is moving toward defining literacy and measuring literacy from a competency-based perspective.

- Need and feasibility for the development and norming of a "State of Florida Basic Skills Test" for use in assessing literacy levels.

  Ongoing -
  A task force has articulated with special needs to designate the most current and feasible test for use in assessing literacy levels.

Early Issues and Challenges - 1988

The following issues and products were listed in the *Florida Adult Literacy Plan* for future resolution. The disposition of each of these is indicated via the boxed text.

- Development of specific criteria and methodology for the assessment of local literacy levels.

  Achieved -
  Local literacy achievements are measured in the 1991 edition of *Achieving Adult Literacy in Florida*. The DOE coordinated the development of the local literacy plans.

- Development of specific criteria for the measurement and assessment of self-sufficiency and self-reliance in order to plan and evaluate responsive adult literacy programs. Part of the objective will be to identify currently available data sources which could be used for literacy programs and intervention planning and evaluation.

  Achieved -
  Specific criteria were developed. Local agencies were required to include in their literacy plans strategies for recruiting hard to reach clients; specific cooperative agreements to reduce illiteracy in order to qualify for adult general education funds; agreements related to the identification and/or expansion of non-LEA facilities to increase literacy instruction sites; linkages for serving mental retarded and nursing home patients; agreements with volunteer literacy providers; and evaluation and accountability procedures in local literacy plans.

- Development of specific feasible methods and techniques that will be responsive to the individual characteristics and requirements of each local service area and agent.

  Achieved -
  Methods for communicating with target recipients were disseminated via meetings, conferences, publications, the model noninstructional literacy centers, and a special project.

- Specification of local and statewide needs and requirements in order to identify possible ways to share methods and materials with like populations. (Also, to allow legislators, administrators, and executives to identify future requirements for planning.)

  Ongoing -
  Procedures were communicated statewide via workshops, conferences, newsletters, and memoranda.

- Continued development of and agreement upon common definitions for terms such as *under-educated, illiteracy/literacy, basic literacy, functional literacy, need,* etc.

  Ongoing -
  Definitions of basic and functional literacy are now in statute form.

- Systematic reporting of accomplishments and problems in order to be able to define and develop political, legal, and educational responses.

  Ongoing -
  The DOE developed a policy paper and brief to address issues related to literacy of adults for consideration by the Florida Education Summit sponsored by the Office of the Governor.

- Development of vehicles for changes in and additions to current enabling legislation.

  Ongoing -
  Task forces formed by the Commissioner of Education ensure that legislation is carefully reviewed.

Appendix A

Summary of State Level Accomplishments

Planning Strategies	Accomplishments	Agency Status

1.Outreach/Marketing

1.1.Identification of Population Needs: Characteristics and Requirements

1.1.1. Identify AFDC recipients who can benefit from responsive educational services, and methods for meeting the requirements of the Florida Employment Opportunity Act.

1.1.1. The HRS adopted policies for AFDC recipients via Project Independence. Policy and procedures are promulgated in Project Independence Manual.	**HRS ongoing**

1.1.2. Devise a means for identifying and referring prospective clients, as distinguished from those seeking employment.

1.1.2. The DLES implemented a policy via the *Program Guide for Basic Applicant Services*. The guide has been revised (1/4/88) to include a means of identifying and referring prospective clients for adult basic education services. To implement the provisions of the Adult Literacy Act, procedures provided that local office staff will advise applicants who meet the defined criteria of local adult basic education services. The Division of Vocational Rehabilitation implemented internal procedures for referral of consenting individuals needing adult basic education services.	**DLES operational ongoing**

1.1.3. Correctional Educational School Authority will develop mechanisms to identify inmates in the 0-3.9 and 4.0-8.9 grade- level priority groups.

1.1.3. The CESA requires that all inmates be administered the TABE M prior to enrollment. Results are used to instruct individuals by literacy level groups, e.g., basic, functional, GED preparation.	**CESA achieved ongoing**

Planning Strategies	Accomplishments	Agency Status
1.1.4. Correctional Educational School Authority will develop baseline data against which to measure program impact and payoff.		
	1.1.4. Initial baseline data collected with the *Testmate Program* will be analyzed during FY 90 - 91. Agreement was made with the Northeast Florida Educational Consortium (NEFEC) to pilot automated management system through December, 1990.	**CESA ongoing**
1.1.5. Develop a marketing plan to raise community awareness of initiatives for increasing literacy in order to improve employability, productivity, and other aspects of life.		
	1.1.5. Correctional institutions enlisted aid of VISTA coordinators to raise community awareness by local advertisements, including TV and radio announcements and preparation/distribution of brochures.	**CESA ongoing**
	1.1.5. Federal and state laws governing Project Independence require a comprehensive assessment of each participant and appropriate educational interventions for those lacking a high school diploma or its equivalent. Participants are strongly encouraged to overcome their educational deficiencies by their respective counselors and case managers, particularly during the development of their individual employability plans.	**HRS ongoing**

Planning Strategies	Accomplishments	Agency Status
1.1.5. The DLES is committed to the support of raising awareness for increasing literacy through periodically issuing memoranda and/or policies to the DLES workforce and its system partners. The Department has issued a memorandum to all employees requesting the staff to continue: • identifying individuals who have difficulty completing forms and inform them of educational/literacy resources in the community; • encouraging individuals who are in school or literacy training, to continue training; and • encouraging employee volunteers to tutor or assist in other ways with local community literacy efforts.		**DLES ongoing**
1.1.5. The DLES identified and implemented marketing activities to develop an awareness of adult basic education services. Available resources are being utilized to develop public awareness toward improving employability, and productivity of participating individuals. Activities and resources included those described below. • The State Job Training Coordinating Council (SJTCC) encourages Private Industry Councils (PIC) and Service Delivery Area (SDA's) administrative entities to address literacy problems of program participants. When developing statewide marketing strategies for Job Training Partnership Act (JTPA) programs, the Council includes a remedial education and/or literacy component where necessary. • Literacy continues to be included on the agendas of employer seminars throughout the state-sponsored by the Job Service Employer Committees (JSEC). • The International Association of Personnel in Employment Security (IAPES) professional association developed and purchased posters for distribution in support of *Project PLUS* (Project Literary U.S.) and conducted employee seminars throughout the state, focusing on literacy problems in Florida.		**DLES ongoing**

Planning Strategies	Accomplishments	Agency Status
	• The DLES continues to participate with the Tallahassee Chamber of Commerce and the Leon County School Board through the *Partners for Excellence Program* to provide high quality support and enrichment for identified students at Nims Middle School. This program will continue to be spotlighted periodically through local media. This program will continue to be spotlighted periodically through local media. Over 50 employees work one on one with students one hour every week in a strong, successful, tutoring program that has changed lives. • The DLES has completed its report on Workforce 2000. A publication "A report on the Governor's Select Committee" has been printed and distributed statewide. The Publication address literacy issues through education reforms, with emphasis on remedial education programs and workplace literacy issues. The report brings into awareness the dependency of Florida's employers and economy on a literate workforce and recommends to the Governor a course of action from a employers perspective. • The DLES' monthly publication, the *Intercom* will continue to periodically feature articles supporting literacy activities and programs. Local media (WCTV/WFSU) will be used more extensively to publicize activities involving literacy efforts.	

Other Strategies Implemented

DOS sponsored a cabinet resolution declaring September **"Literacy Month in Florida"** and **"September 8 Literacy Day."**	**DOS/DLIS achieved**
DOS/DLIS funded Library Services and Construction Act (LSCA) projects that provide special outreach literacy services to migrant areas, low income housing projects, and rural/sparsely populated areas of the State.	**DOS/DLIS ongoing**

Planning Strategies	Accomplishments	Agency Status
1.1.6. Aggregate and disseminate state and regional information of baseline literacy-level data.		
	1.1.6. The DOE researched and provided available demographic data which were included in the publication, *Florida's Adult Literacy Plan*, adopted by the State Board Education, January 26, 1988. Census data for 1980 were disseminated statewide to public and private literacy stakeholders.	**DOE achieved**
	1.1.6. The DOE convened an ad hoc committee to address and recommend the need for and feasibility of utilizing a more accurate account of literacy levels in Florida than 1980 census data.	**DOE achieved**
	See 1.1.4 for accomplishments of the CESA for this strategy.	**CESA ongoing**
	1.1.6. The Project Independence interim system was initiated January 1, 1990. Field staff are now completing the loading of the data base. This includes specification of the various educational services being received by participants and their TABE test scores.	**HRS 1989-90**
1.1.7. Identify gaps between current and required levels of self-sufficiency, self-reliance, and quality of life.		
	1.1.7. The DOE reported this information in *Florida's Program Plan for Adult Education for 1989-93.*	**DOE achieved**
	1.1.7. Project Independence requires the development of an individual employability plan for each participant based on a comprehensive assessment of educational competencies, vocational interests and aptitudes and other potential barriers to employment (such as needs for child care and transportation). Case management is provided each participant to mobilize appropriate resources to assist participants in achieving self- sufficiency and a higher quality of life.	**HRS achieved**

Planning Strategies	Accomplishments	Agency Status

1.2. Outreach/Marketing Recruitment

1.2.1. Develop procedures to ensure increased recruitment, communication and cooperation of Project Independence participants.

1.2.1. HRS maintains written working agreements between HRS districts and local education agencies to ensure prompt literacy testing and interpretation of results. Results are a critical part of developing an individual's employability plan.	**HRS ongoing**

1.2.2. Develop screening techniques for literacy to be used when individuals first meet the job counselor.

1.2.2. Screening techniques, including outreach and recruiting activities, have been achieved through local Job Service and Vocational Rehabilitation offices and other administrative entities. These techniques, since they are influenced by many providers, do not always remain the same. • Local Job Service offices will adhere to Florida's Adult Literacy Act of 1987 as outlined in section 1.1.2. • JTPA Administrative Entities and Title III contractors are required to assess the reading level of enrollees to determine if they are reading below seventh grade level. The United States Department of Labor (USDOL) has mandated screening testing at the level of intake to determine the number of participants who have serious reading deficiencies, who are less employable and in need of longer term training. • Job Corps Speakers Group (USDOL Region IV) enhances recruitment, referral and the overall general image of the Job Corps with local communities. Members of the Speakers Group are also available to assist with local recruitment efforts through presentations to group meetings. Each presentation provides information on earning a General Education Diploma (GED), advanced training classes and the employability of participants. • The DLES is in compliance with its screening techniques for literacy when an individual first meets a job counselor. As appropriate, these techniques will be reviewed, expanded and/or deleted as the need arises.	**DLES achieved ongoing**

Planning Strategies	Accomplishments	Agency Status
1.2.3. Correctional Education School Authority will develop a marketing plan to increase inmate interest participation in literacy programs.		
	F.S. 242.68 requires inmates functioning below 9.0 to be enrolled in literacy programs for a minimum of 150 hours. Incentives include 6 extra days of gain-time upon successful completion and an opportunity to continue beyond 150 hours.	**CESA achieved ongoing**
	A Literacy Certificate of Accomplishment, awarded at the 5.0, 7.5, and 8.9 levels of programs, has been implemented. As of September, 1990, 516 certificates have been awarded to inmates progressing from the Basic to Functional Literacy Levels and to inmate achieving the Functional Literacy Level.	**CESA achieved ongoing**

1.3. Coordination

1.3.1. Schedule preliminary meetings with key staff from all participating agencies to ensure a common understanding and the commitment of all parties.

	1.3.1. Conducted meetings with DOE, CESA, the Governor's Office, HRS, DOC, DLES, and DOS/DLIS which covered the scope of problems, goals and strategies, interagency coordination, data collection, and evaluation problems and procedures. The meetings resulted in *Florida's Adult Literacy Plan* and state and local interagency agreements.	**DOE achieved**

1.3.2. Develop procedures for periodically communicating statewide with each agency's personnel (e.g., via memos).

	1.3.2. Internal Program direction is ensured through maintenance of Project Independence policy manual, use of interpretive memoranda, quarterly and special meetings with district Project Independence Executive Committees, local working agreements, joint development of local adult literacy plans, and collaboration with local literacy councils and the Florida Literacy Coalition.	**HRS ongoing**

Planning Strategies	Accomplishments	Agency Status
	1.3.2. The CESA accomplished continuing agreements with the Department of Corrections for the implementation of the mandatory literacy program; a monthly literacy newsletter; and quarterly minutes of the Corrections Statewide Literacy Council distributed to field personnel.	**CESA ongoing**
	1.3.2. The DOE used the communication procedures listed below: • Workshops and conferences e.g., Adult Literacy Conference, March 1988-90, Vocational, Adult, and Community Education Workshop, August 1988-90, and Florida Adult Education Association; • DOE current information memoranda; • *Lifeline* newsletter articles on special programs and achievements; • DOE Ad Hoc Committee for Evaluation and Reporting Procedure minutes; • Florida Policy Academy Team reports and minutes; • The BACE *Hotline* to literacy stakeholders statewide relating literacy information on progress reports, research, and new information; and • Memoranda to policy and planning agencies.	**DOE ongoing**
	1.3.2. Communication of literacy policies, issues, and concerns was accomplished via periodic staff meetings of appropriate policy units with the Governor's Office. Literacy information and materials received by the Governor were systematically shared with state agencies involved in literacy.	**Governor's Office achieved**
	1.3.2. HRS strengthened communication and inter-agency collaboration via local literacy councils and the Florida Literacy Coalition.	**HRS ongoing**
	1.3.2. The DLES has achieved its goal in publicizing concerns and problems surrounding illiteracy to its personnel. As appropriate, procedures will be updated and/or deleted. The following methods will continue to complement one another to insure that all staff within the agency will be informed of illiteracy as a problem and methods that can be used to resolve the problem(s).	**DLES achieved ongoing**

Planning Strategies	Accomplishments	Agency Status
	• The DLES issued memoranda to all staff concerning problems of illiteracy. • The DLES official publication, the *Intercom*, will continue to feature topics on literacy. Periodically, the *Intercom* will remind readers of the Department's role in support of literacy activities, as well as, feature success stories of agency employees and clients. • The *Sunshine Line*, the independent publication for DLES professionals, by the International Association of Personnel in Employment Security (IAPES), will continue to focus on literacy issues and concerns.	
1.3.2. Updated section XV of the *Florida LongRange Program for Library Service*.		**DOS/DLIS DLES achieved**
1.3.2 Section of *Orange Seed Technical Bulletin* highlights literacy issues, trends, needs, products, services, and materials.		**DOS/DLIS achieved**
1.3.2. DOS/DLIS officials and designated staff make presentations at meetings, workshops, conferences, and special receptions on the status of adult literacy in Florida and the various roles that libraries play in the literacy effort.		**DOS/DLIS DLES ongoing**
1.3.3. Encourage PIC members to be active in literacy programs (libraries, JTPA, literacy councils, coordinating councils, etc.).		
1.3.3. The SJTCC and DLES, through their partnership with other agencies, have achieved this strategy. However, involvement with the various literacy programs and activities will be ongoing. • Presently, JTPA, PIC, SDA's and the Job Service offices are active in a variety of literacy activities. • In efforts to implement the Governor's goals and objectives for JTPA job training and placement programs, individuals will continue to be made aware of literacy and educational agencies' support programs.		**DLES ongoing**

Planning Strategies	Accomplishments	Agency Status
	• The SJTCC and the Department continue to support, encourage and emphasize the need for PIC/SDA involvement as active members of cooperative, interagency committees and councils such as the Local Project Independence Executive Committees and the Regional Coordinating Councils for Vocational, Adult, and Community education. • As part of JTPA/PIC/SDA commitment to support educational programs, funds are available under Section 123 (Job Training Partnership Act) for motivational and employability skills training programs at local educational institutions having working agreements with PIC's.	
1.3.4. Develop regional frameworks for a literacy panel to be organized at each correctional facility to coordinate literacy concerns. The panel may include, but not be limited to, representatives of the chaplain's office, classification psychologists, local literacy volunteer groups, correctional educators, and librarians.		
	1.3.4. The Corrections Statewide Literacy Advisory Council draws from personnel at each institution; each VISTA program has a local advisory council. Members include representatives from corrections, adult education, libraries, correctional education programs and inmates.	**CESA achieved ongoing**
1.3.5. The Department of Labor and Employment Security will develop a marketing plan and materials for local use: radio and TV PSAs, brochures, billboards, etc.		
	1.3.5. The DLES responded to the development and identification of media resources for use in publicizing its support of literacy programs and activities. Strategy 1.1.5. provides a comprehensive explanation of marketing activities which are being used to develop an awareness of literacy within our communities. Activities involving marketing approaches and procedures are ongoing. Efforts are in progress to develop a more comprehensive plan using a variety of resources.	**DLES ongoing**

Planning Strategies	Accomplishments	Agency Status

1.3.6. Coordinate policies regarding literacy programs within the Department of Education.

1.3.6. The DOE provided leadership in policy development which culminated in Florida's Adult Literacy Plan and local plans statewide. In addition, important interfaces were accomplished within DOE components regarding issues and concerns related to: • data collection and reporting requirement (DPS- Bureau of Program Support Services, DVACE-Bureau of Planning, Budgeting, and Management Information); • testing of adult students (DVACE, Bureau of Vocational Program and Staff Development); • Newspapers in Education Programs (DPS-Bureau of Elementary and Secondary Education); • Dropout Prevention and Performance-Based Diploma Program (DPS-Bureau of Compensatory Education); and • Curriculum Frameworks for Adult Basic, Adult Life Stages, and Lifelong Learning.	**DOE achieved ongoing**

2. Student Motivation

2.1. Incentives

2.1.1. Develop procedures that will ensure increased retention of AFDC recipients until literacy and educational employability goals are achieved.

2.1.1. Project Independence requires appropriate educational activities for participants who have not yet completed high school. A high priority is placed on completing diploma requirements, if possible, or earning a GED. This increased emphasis on meeting the educational needs of participants is an outgrowth of Congress' adoption of the Family Support Act of 1988, as well as, the enactment of the 1987 Florida Employment Opportunity Act.	**HRS ongoing**

Planning Strategies	Accomplishments	Agency Status
2.1.2. Develop incentives for inmates who achieve functional literacy levels, as defined in statute, while incarcerated.		
	2.1.2. The mandatory literacy program awards up to six (6) extra days of gain-time for successful completion. Inmate students are eligible for up to 20 days a month gain-time; certificates and awards are made to inmates who demonstrate competence, perfect attendance, and/or movement from basic literacy to functional or from functional to the GED classes.	**CESA achieved ongoing**
2.1.3. Create functional agreements among current and potential local providers of literacy services to move persons from their current levels of functioning to those levels of literacy which will allow them to be successful in Florida's work force.		
	2.1.3. Functional agreements exist between the CESA and local literacy providers to offer tutor training to volunteers and teachers which allows them to work with basic literacy students facilitating higher levels of proficiency.	**CESA ongoing**
	2.1.3. The DOE required all local literacy plans to include specific cooperative agreements to reduce illiteracy in order to qualify for adult general education funds.	**DOE annually ongoing**
	2.1.3. HRS required that local working agreements are used for this purpose.	**HRS ongoing**
2.1.4. Identify common and unique methods for communicating to target recipients the realistic benefits of becoming literate.		
	2.1.4. The CESA used institutional posters to advertise the benefits of literacy; invitations of students to attend Literacy Advisory Council meetings; and individual teacher counseling regarding survival tasks.	**CESA ongoing**

Planning Strategies	Accomplishments	Agency Status
2.1.4. DOE communication techniques included: • sessions at workshops/conferences; • publications; • technical assistance; • funding of Section 321 and 353, Adult Education, Adult Supplemental (special demonstration projects). The DOE identified and communicated to agency/field personnel methods and disseminated to literacy stakeholders through the following: • meetings, workshops, and conferences; • publications and articles; • state agency (BACE) consulting services to LEAs; and • awarded Adult Education Section 353 grants to support strategy "Reach Out for Literacy." The DOE coordinated activities, planning, and evaluation of the seven adult literacy centers whose role is to identify, contact, and counsel adults in need of literacy skills, and to refer them to appropriate private and public agencies.		**DOE ongoing**
2.1.4. The case management system of Project Independence ensures the identification of participants who need literacy instruction. Counseling provided by Project Independence staff and education providers underscores the importance of overcoming education deficits as participants seek employment and self- sufficiency.		**HRS ongoing**
2.1.4. Common and unique methods for identifying recipients in need of services to become literate are being implemented by DLES and system partners. • Local Job Service offices administer the Trade Adjustment Assistance (TAA) and Trade Readjustment Allowance (TRA) Programs of the Omnibus Trade and Competitiveness Act (OTCA) of 1988. Within this Act, remedial education is available to participants.		**DLES ongoing**

Planning Strategies	Accomplishments	Agency Status
	• DLES specifically identifies OTCA and Project Independence as programs providing services for target recipients. Additionally Project Independence rejects poverty maintenance in favor of employment mobility. It is a cooperative effort by the Departments of Health and Rehabilitative Services (HRS), Education (DOE) and DLES with the Job Training Partnership Act (JTPA) and a public- private partnership with Florida's businesses and industry. Through the alliance with these various agencies, organizations and businesses, Project Independence is able to provide the necessary education and training services, including remedial education, which will enable welfare clients to compete more effectively for jobs.	**DLES ongoing**
	Allocated LSCA Title I funds to libraries to support such activities as: publication and distribution of high/low reading level newsletters written by, about, and for adult students; workshops to train staff, volunteers and students to write for new readers; printing and distribution of adult student-printing and distribution of adult student-written materials; production of student developed videos used for recruitment, fund-raising and promotion of the project; formation of adult student book clubs\discussion groups and special "speak out" sessions to foster communication and provide ongoing student support.	**DOS/DLIS achieved ongoing**
2.1.5. Obtain agreements for using non-LEA facilities as "friendly sites" for training and instruction.		
	2.1.5. The DOE required that compulsory local literacy plans include agreements related to identification and expansion of non-LEA facilities to increase literacy instruction sites.	**DOE achieved annually**
	2.1.5. HRS indicated that local working agreements are used for this purpose.	**HRS ongoing**
	2.1.5. DOS/DLIS initiated the **"Join Hands for Literacy"** project in cooperation with local libraries and businesses in Broward, Dade, and Palm Beach counties. Businesses in these counties were asked to support the project by providing staff and office space for tutoring.	**DOS/DLIS ongoing**

Planning Strategies	Accomplishments	Agency Status

2.2. Coordination

2.2.1. Develop linkages with parenting-education programs.

2.2.1. The DOE facilitated a work group in conjunction with the Florida Forum on Youth-at-Risk Parent Involvement meeting, sponsored by the Florida Department of Education (Bureau of Compensatory Education) and the Florida Children's Coalition, for the Florida's Adult Literacy Plan. In addition, the DOE: • hired consultant to develop and coordinate the "Literacy Is A Family Affair" promotional campaign. • will develop strategies to link with the Bureau Curriculum Services and their "Reading is a Family Affair" initiative to promote family literacy concepts. • will develop strategies to involve the Statewide Parent-Teacher Association to help promote family literacy concerns.	**DOE achieved ongoing**
2.2.1. Referral, service provision, and follow-up mechanisms are established between Project Independence Teen Parent Program units, local education agencies, and community-based agencies to provide parenting-education to teen parent participants. As funding permits, the provision of these services will be expanded outside the initial 13 county implementation sites.	**HRS ongoing**

2.2.2. Develop linkages with health-education programs.

2.2.2. The DOE accomplished the following to link health education programs. • The DOE awarded, through Adult Education Section 353, grants which interacted literacy and health related program. • The DOE required that compulsory local literacy plan provide linkages with institutions serving mentally retarded and nursing home patients.	**DOE achieved**

Planning Strategies	Accomplishments	Agency Status
	• The DOE plans to develop strategies to coordinate activities with the Prevention Center for Drugs and Health to address literacy issues and maximize resources within the department and to make available to eligible literacy stakeholders.	
	2.2.2. Referral, service provision, and follow-up mechanisms are established between Project Independence Teen Parent Program units, local education agencies, county public health units, and community-based organizations to provide health-education services to teen parent participants. Services include information on pre/post-natal care, well baby care, nutrition, early childhood development, and family planning. As funding permits, the provision of these services will be expanded outside the initial 13 county implementation sites.	**HRS ongoing**

3. Delivery of Literacy Services

3.1. Access

3.1.1. Establish state-level procedures to permit local usage of LES and HRS space and other friendly sites for educational testing and service delivery.

	3.1.1. The DOE required that compulsory local literacy plans include agreements related to identification and expansion of non-LEA facilities to increase literacy instruction sites to include testing. Coordinated efforts with HRS and LES to ensure local contacts and educational agencies were made aware of state established agreements and commitment to literacy issues.	**DOE achieved annually**
	3.1.1. HRS determined that no HRS policy prohibits this use of space. Authority rests with the individual districts to enter into such local agreements. This use of HRS space began several years ago and is increasing.	**HRS achieved**

Planning Strategies	Accomplishments	Agency Status
	3.1.1. DLES is aware that the primary resources for conducting education programs reside in the local educational agencies within the various school districts and community colleges. DLES is in support of and in agreement with local agencies and organizations providing literacy support and services. DLES state level procedures are operational and ongoing. • A formal agreement has been established with the Department of Education to support, cooperate, and coordinate literacy activities with the employment and training programs operated under the agency's auspices. • Agencies are encouraged to arrange for delivery of adult education programs and services through cooperative agreements with other local agencies. Many agreements are currently in effect.	**DLES ongoing**
3.1.2. Determine which barriers to delivery of literacy instruction within a correctional facility are best targeted for solution at the state level.		
	3.1.2. The Corrections Statewide Literacy Council identified problems of changing institutional job assignments for tutoring; access to educational sites at night; and lack of adequate funding by legislature. Several recommendations were presented to the CESA and are presently under consideration.	**CESA achieved ongoing**
3.1.3. Identify the barriers to and the benefits of the delivery of literacy programs in the community, and encourage alternative and responsive nontraditional sites for the delivery of services (e.g., the work site, day care centers).		
	3.1.3. The DOE required that compulsory local literacy plans include specific references to recruiting hard-to-reach literacy clients and to addressing client transportation needs, child care barriers, and creation of non- traditional program sites within the community.	**DOE achieved ongoing**

Planning Strategies	Accomplishments	Agency Status
	3.1.3. The DOE distributed 2000 workplace literacy brochures to selected educational decision makers, governmental agencies, local companies (e.g., minority businesses) and other agencies involved with employment activities.	**DOE achieved**
	3.1.3. The DOS/DLIS commissioned and funded a special research report: *Libraries Improve Florida's Education: A Report on the Role of Public Libraries in the Education of Florida's Children and Illiterate Adults.*	**DOS/DLIS achieved**
	3.1.3. The DOS/DLIS promotes the public library as a viable alternative community location for literacy training and tutoring.	**DOS/DLIS ongoing**
	3.1.3. The DOS/DLIS launched "**Join Hands for Literacy,**" a pilot workplace literacy project planned in conjunction with the public libraries of Broward, Dade, and Palm Beach counties where statistics show that over **400,000** adults are functionally illiterate.	**DOS/DLIS ongoing**
	3.1.3. The DOS/DLIS continues to encourage, promote and fund local literacy projects which target the workplace, low income housing projects, local jails and detention centers, migrant camps, senior centers, state correctional facilities, hospitals, day care centers, churches, and community clubs.	**DOS/DLIS ongoing**

3.2. Individual Assessment Methods

3.2.1. Review state DOE approved and adopted tests for adult education and recommend changes or additions to the listing for statewide continuity.

	3.2.1. The DOE accomplished the following regarding assessment methods. • An analysis of LEA concerns related to negative impact of testing upon recruiting of client. This analysis is in progress. • The DOE and HRS jointly coordinating a review of existing tests.	**DOE achieved**

Planning Strategies	Accomplishments	Agency Status
	• A review is in progress to identify concerns and needs related to diagnostic testing of ESOL/ESL students and developing curriculum frameworks and student performance standards.	

Planning Strategies	Accomplishments	Agency Status
3.2.2. Share assessment techniques from DOE with DLES and HRS.		
	3.2.2. HRS does not conduct literacy testing. Through local working agreements, such testing is provided by local education agencies.	**HRS achieved**
	3.2.2. Individual assessment methods are implemented. The *TABE* is the most widely used assessment tool to measure the basic educational skills of adults.	**DLES achieved**
3.2.3. Administer the *TABE* or other state- approved test to each inmate.		
	3.2.3. The *TABE* M is administered to all inmates prior to enrollment. Tests for the identification of exceptional education needs or handicapping conditions have been proposed by DOE and will become part of the Special Education Implementation Plan.	**CESA achieved ongoing**

Planning Strategies	Accomplishments	Agency Status

3.2.4. HRS will target the following AFDC recipients for literacy services and establish goals for participation rate.

3.2.4. Educational performance standards were adopted for 1990-91. Of all Project Independence participates who have not completed 10th grade (or worked 12 of the previous 36 months), at least 95 percent shall be referred for literacy testing within 8 days of orientation. Of these participants who score lower that a grade level equivalent of 9.0, at least 95 percent shall be referred to local educational agencies within 15 calendar days of the receipt of their respective test results.

HRS ongoing

During 1989-90, baseline data related to education activities were collected and analyzed for the purpose of setting special education performance standards for the Teen Parent Program. The performance standards promulgated now require 50 percent of the activie Teen Parent caseload to be enrolled in an educational component. During SFY 1989-90, a total of 3,585 AFDC teen parents participated in the program. Of these, a total of 1,318 who were in school at program entry were assisted to remain in school. A total of 1,051 who had dropped out of school returned after program entry and 586 program participants earned a high school diploma or its equivalent.

3.3. Instructional Methods

3.3.1. Develop procedures for the selection and/or development of valid learning materials and methodology.

3.3.1. The DOE developed and disseminated literacy curriculum frameworks to support the design of competency based programs statewide. In addition, it disseminated materials via the Clearinghouse on Adult Education.

DOE achieved ongoing

Planning Strategies	Accomplishments	Agency Status
3.3.2. Develop/implement an ongoing staff- development model to ensure that Florida's literacy providers have access to current adult-learner research.		
	3.3.2. The DOE directed through a competitive request-for-proposal process for the funding of Special Demonstration and Teacher Training Projects, Section 353, Adult Education Act. Dissemination was delivered through such avenues as instructional materials; workshops/conferences; and reports.	**DOE achieved ongoing**
	3.3.2. The DOS/DLIS formed the Adult Literacy Caucus through the Florida Library Association to provide a forum for librarians to address issues and concerns relevant to the provision of adult literacy services , as well as, to provide consistent continuing education and training opportunities for librarians involved in literacy programming.	**DOS/DLIS achieved ongoing**
3.4. Providers		
3.4.1. Develop and implement procedures that ensure cooperation between public and nonprofit volunteer literacy providers, including libraries and churches.		
	3.4.1. The DOE required that compulsory local literacy plans include cooperative agreements relative to this strategy.	**DOE achieved**
3.4.2. Develop and implement procedures that will ensure the coordination of efforts with public libraries and other sponsors of literacy programs.		
	3.4.2. The DOS/DLIS accomplished the following: • Leadership and encouragement was provided to public / correctional institution libraries in the development / expansion / improvement of local literacy activities. 3.4.2. The State Literacy Advisory Committee for libraries was formed to help identify needs, issues, and concerns, as well as, to act as contacts for the region, providing technical assistance to other libraries.	**DOS/DLIS ongoing**

Planning Strategies	Accomplishments	Agency Status
	• Regional networks with designated library literacy resource librarians were formed. The networks supported communication, technical assistance, and training.	
	3.4.2. The DOS/DLIS facilitates communication and encourages coordination between local public libraries and other local literacy organizations.	**DOS/DLIS ongoing**

3.5. Resources

3.5.1. HRS will initiate agreements with DOE to facilitate the coordination of services.

3.5.1. The DOE accomplished/or will accomplish the following. • The DOE established interagency priority program initiatives. • The DOE will develop means to communicate these initiatives to Legislature. • The DOE will resolve issues regarding implementation of initiatives that cannot be resolved at policy development levels.	**DOE achieved onging**
3.5.1. In August 1987, the Commissioner of Education and the HRS Secretary executed the initial agreement between the two departments. A further agreement was signed in February 1988 to specify procedures for interdepartmental cooperation.	**HRS achieved**

3.5.2. Develop a framework to aid individual correctional facilities in the development of volunteer literacy peer-tutoring programs.

3.5.2. VISTA literacy coordinators serve in one third of the correctional institutions to coordinate and promote voluntary peer and community tutoring; a staff member will be appointed at each institution for promotion of literacy programs during the program year.	**CESA ongoing**

Planning Strategies	Accomplishments	Agency Status

3.5.3. Develop a framework to aid correctional facilities in developing and/or coordinating with community- based volunteer literacy programs.

3.5.3. State and local advisory councils promote communication with community based volunteer literacy programs.	**CESA ongoing**

3.5.4. Provide incentives, such as time off, to employees participating in the State Employment Literacy Training (SELT) program tutoring.

3.5.4. Incentives to encourage participation in the SELT Program are provided to participants.	**DLES achieved**

- The DLES will continue support for local educational initiatives assisting in dropout prevention and tutoring. DLES is committed to the *Partnership for Excellence Program*. This program provides an opportunity for employees to volunteer up to one hour per week for tutoring and assisting local educational agencies and public school districts.
- The DLES professional organization, IAPES, has developed and awarded certificates of appreciation to significant contributors for their efforts on behalf of literacy promotion.

3.5.5. LES will develop labor-market information that impacts literacy programs, particularly local- education entities.

3.5.5. Identifying and utilizing the various resources which impact upon literacy services is an ongoing process. The Bureau of Labor Market Information within the Department of Labor and Employment Security is the major producer of labor market information. The mission involves the collection, analysis, and dissemination of data.	**DLES ongoing**

Planning Strategies	Accomplishments	Agency Status
3.5.6. DOS/DLIS will disseminate periodic documents regarding literacy strategies, model programs, and available resources throughout the state.		
	3.5.6. The DOS/DLIS disseminated literacy information via the following means. • The DOS/DLIS developed a clearinghouse for literacy information of particular interest to librarians, volunteers, and adult education agencies (national, state, local). • Demonstration collections of Laubach Literacy Action and Literacy Volunteers of America Tutor Workshop Training Materials were provided. • Audio-visual collections of literacy publicity and training materials were provided via interlibrary loan. • Print materials on program management, recruitment, grantwriting, learning disabilities, testing, etc., were provided via interlibrary loan. • Publicity/public relations and resource information for libraries were provided via special literacy activities, state library mailings, studies, reports, publications, workshops, conferences, and meeting.	**DOS/DLIS achieved ongoing**
	3.5.6. The DOS/DLIS publishes and disseminates on a bimonthly basis, over 700 copies of *Orange Seed Technical Bulletin*, which is the official publication of the State Library of Florida.	**DOS/DLIS ongoing**
	3.5.6. The DOS/DLIS developed, printed and distributed the *Florida Long-Range Program for Library Service*, which outlines a five-year plan of development for library services and programs in the state.	**DOS/DLIS achieved ongoing**
	3.5.6. The DOS/DLIS awarded over **$267,000** of **FY 89** Library Services and Construction Act (LSCA) funds to public and institution libraries to support literacy activities.	**DOS/DLIS achieved**
	3.5.6. The DOS/DLIS helped to facilitate, plan and implement at least **5** inservice training opportunities for librarians involved in local literacy activities.	**DOS/DLIS achieved**

Planning Strategies	Accomplishments	Agency Status
	3.5.6. The DOS/DLIS continues to identify and publicize alternative sources of funds to support literacy activities, and provides ongoing technical assistance in grant writing and proposal development.	DOS/DLIS ongoing

3.6. Support Services

3.6.1. Provide useful criteria to literacy providers for cost- effective program support.

3.6.1. The DOE required that compulsory local literacy plans incorporate interagency agreements, the development of in-kind services, and extensive volunteer utilization.	DOE achieved ongoing
3.6.1. A DOS/DLIS library consultant provided technical assistance in grantwriting, program design, and program management for libraries interested in initiating/expanding services targeting adult illiterates.	DOS/DLIS achieved

3.7 Coordination

3.7.1. Governor can advise the PICs that literacy is a priority to be addressed.

• The Governor, through the State Job Training Coordinating Council, has emphasized serving clients who are deficient in basic skills through state and local groups. Emphasis will continue to stress services to this population group. • The Governor has advised and encouraged PICs and others through numerous press releases and public addresses of his strong commitment to literacy efforts at the state, as well as, the national level.	Governor's office achieved ongoing

Planning Strategies	Accomplishments	Agency Status
	• Members of the Governor's office staff were assigned to various committees charged with responsibility for literacy efforts in Florida.	
3.7.2. Develop the framework for a literacy panel to be organized at each correctional facility to coordinate literacy concerns. The panel may include, but not be limited to, representatives of the chaplain's office, classification psychologists, local literacy volunteer groups, and correctional educators.		
	3.7.2. State Literacy Advisory Council rotates meetings at correctional institutional sites to broaden participation. Pro-tem members at each site submit issues, prior to the on-site council meeting.	**CESA achieved ongoing**
3.7.3. Establish model programs for moving persons along the literacy continuum to functional literacy and into nonsubsidized employment that is performance-based.		
	3.7.3. HRS initiated a major innovation for 1989-90. Jointly funded counselors were hired by trhe school boards in Dade, Orange, and Santa Rosa counties to provide educational assessment, test interpretation, vocational, and educational counseling and case management. In 1990-91, this program was expanded to Escambia County by contract with Pensacola Junior College. These counselors are colocated with Project Independence staff in HRS offices and serve as an integral part of the "Project Independence team".	**HRS ongoing**
	3.7.3. Established model programs are implemented. The Governor, the Secretary, and the State Job Training Coordinating Council will continue to encourage the movement of persons along the literacy continuum by: • Ensuring that all JTPA training programs focus on providing students with lifetime employment skills, including the ability to communicate, compute and think clearly. (State Policy #3);	**DLES ongoing**

Planning Strategies	Accomplishments	Agency Status
	• Beginning with the summer of 1988, require that at least 51% of the JTPA summer youth participants who are provided with remedial education will maintain or improve their reading or mathematics skill levels with an increase in the goal to 75% for the summer of 1989. (State Policy #4, objective #4.) • The State Job Training Coordinating Council will encourage contractors to serve participants with literacy problems. • Service delivery areas will have a remedial education component within the JTPA Summer Youth program.	
	3.7.3. The DOS/DLIS initiated and supported demonstration and experimental literacy projects including: • The Jacksonville Public Libraries' Parents and Tots Family Literacy and Computer-Assisted Literacy Project; • The Broward County Division of Libraries' Library-in-Action READ Campaign Project; • Jefferson County Public Library's Outreach Computer-Assisted Literacy Project; and • Brevard County Library System's English for Speakers of Other Languages Project.	**DOS/DLIS achieved**
3.7.4. Collect and document information pertaining to valid literacy programs and initiatives.		
	3.7.4. The *Testmate Program* is under development and an automated management system is being piloted with NEFEC; informal academic reviews are conducted monthly with system-wide exchanges of good strategies; formal program reviews collect and document literacy information six times per year.	**CESA ongoing**
	3.7.4. The DOE collected and disseminated statewide to public/private literacy stakeholders via: • Hotline publication; • Lifeline articles; • Florida Literacy Coalition directory; and • DOE publication of exemplary statewide literacy programs; and clearinghouse in Adult Education.	**DOE ongoing**

Planning Strategies	Accomplishments	Agency Status
	3.7.4. The DOS/DLIS provided statistical reports on the level of adult illiteracy in Florida and related reports on Florida's ranking among other states.	**DOS/DLIS achieved**
	3.7.4. The DOS/DLIS developed and makes available for loan notebooks of exemplary projects that include project profiles, products, materials, bibliographies, PR samples, guidelines, policies, and procedures.	**DOS/DLIS achieved**

4. Accountability

4.1. Evaluation

4.1.1. Require each correctional facility to develop a literacy plan that will deliver literacy services to the following priority groups:

	4.1.1. Students are enrolled pursuant to the Literacy Plan priorities to the extent that resources will permit.	**CESA achieved ongoing**

4.1.2. Require each correctional facility to maintain records that will document instruction and tested gain in reading level by individual students.

	4.1.2. Each institution conducts assessment on a pre- and post-enrollment basis for all academic programs. Individual records are maintained by the educational counselors, teachers and administrators. Test data are submitted to central office using *Testmate Program* described in 1.1.4., 3.7.4.	**CESA ongoing**

Planning Strategies	Accomplishments	Agency Status
4.1.3. Develop and implement a program that requires accountability from those who actually deliver the services.		
	4.1.3. The DOE required that local literacy plans include a detailed evaluation of compliance with the plan including progress towards the reduction of illiteracy.	**DOE ongoing**
	4.1.3. Evaluation is further provided through scheduled performance evaluations including both state level and field personnel.	**DOE ongoing**
4.1.4. DOE will review and approve or reject local evaluation criteria and strategies, and provide technical assistance.		
	4.1.4. DOE evaluation teams completed review of all local literacy plans. Seventy (70) were approved. Technical assistance was provided via workshops, and BACE consultants. *(All interim plans were disapproved during the initial review.)*	**DOE achieved**
4.1.5. Develop measurable objectives that clearly identify target recipients, cultural values, and projected impacts.		
	4.1.5. Target recipients have been identified by Literacy levels; projected impact addressed the number of teachers needed to provide literacy services to the target population. Legislative initiatives have been promulgated based on this data.	**CESA achieved ongoing**
	4.1.5. Agency and field personnel jointly developed indicators of compliance under "state and local responsibilities" within the *Florida Adult Literacy Plan.*	**DOE achieved**
	4.1.5. The Ad Hoc Committee on Evaluation and Reporting reviewed concerns related to selected objectives and recommended changes which were adopted by the Florida Literacy Policy Academy Team. Compulsory local adult literacy plan requirements include the development of specific local measurable objectives.	**DOE achieved**

Planning Strategies	Accomplishments	Agency Status

4.2. Reporting

4.2.1. Develop procedures for building a baseline for collecting and reporting measurable performance and compliance data.

4.2.1. In progress are plans to minimize field reporting by utilizing, to the extent possible, current automated data collection resources (i.e., FIRN). Efforts are being made to expand the FIRN data base to include the required data elements for Florida's Adult Literacy Plan reporting requirements. Interim reporting will be accomplished through the utilization of the *Adult Education Annual Report.*	**DOE achieved ongoing**
4.2.1. Job Service's reporting system is in place and will continue to be reevaluated. DLES staff within the local Job Service offices will advise applicants lacking basic or functional literacy skills or who indicate they have completed fewer than eight years of schooling, with their consent, be referred to a local educational agency.	**DLES ongoing**

4.2.2. DOE will require each LEA to maintain records on the development of a correlation between an individual's years in school and the grade level indicated by test achievement. This data base will be developed to aid in the monitoring of progress toward the currently legislated literacy goals.

4.2.2. Inmate entries have indicated the number of years educated in the public school system upon enrollment. Time-on- task once enrolled in a CESA literacy program is tracked on a monthly basis. The *Testmate Program* and NEFEC management system will aggregate data during FY 1989-90. Lack of funding prevented pilot project of educational management system. Data collection has been initiated to capture student hours by programs levels.	**CESA ongoing**
4.2.2. The DOE required that LEAs maintain data on participant grade level progression. The Florida Literacy Policy Academy Team, however, noted that a large number of literacy clients are pursuing specific literacy objectives which are not tied to grade level progression. Action on this issue is pending.	**DOE pending**

Planning Strategies	Accomplishments	Agency Status
	4.2.2. The DOS/DLIS requires that all LSCA-funded literacy projects be monitored and evaluated at least once annually, and that annual reports indicating progress toward achievement of project objectives and activities be submitted by the library at the end of the project period.	**DOS/DLIS ongoing**

4.3. Coordination

4.3.1. Define and establish agreed-upon tasks at the state level.

	4.3.1. The Corrections State Literacy Advisory Council coordinates recommendations for literacy service; local institutional programs provide operational data to Central Office; VISTA programs coordinate and disseminate literacy volunteer programs; DOE/CESA Special Education agreement will assist in development of implementation plan; CESA provides resources accordingly.	**CESA ongoing**
	4.3.1. State level planning, coordinating, and evaluating responsibilities were defined and incorporated in the *Florida Adult Literacy Plan.*	**DOE achieved**
	4.3.1. This was accomplished under the leadership of the DOE Bureau of Adult and Community Education in February 1988.	**HRS achieved**
	4.3.1. At the state level, the coordination of task for all literary activities will be ongoing with continuing support and cooperation. The DLES will coordinate its literacy activities with programs and services provided by other entities including HRS, DOE, SDAs, SJTCC, vocational educational agencies, public libraries, and other volunteer community-based literacy stake holders in order to meet the educational needs of the target population and maximize available resources and expertise.	**DLES ongoing**
	4.3.1. The DOS/DLIS coordinates and works with all State-level agencies and statewide initiatives designed to achieve adult literacy in Florida, including but not limited to the DOE, CESA, HRS, DLES, and the Florida Literacy Coalition.	**DOS/DLIS ongoing**

4.3.1. The DOS/DLIS participates in all united efforts to provide increased and stable statewide funding to support activities for literacy for public and private nonprofit agencies and organizations, including and ensuring library eligibility.	**DOS/DLIS ongoing**

4.3.1. The DOS/DLIS works with the DOE and other State-level agencies to develop, review, revise, and monitor compliance of the *Florida Adult Literacy Plan.*	**DOS/DLIS ongoing**

4.3.2. To facilitate the coordination and cooperation of literacy and related issues at the state level, a policy group shall be initiated to include representatives from the DOE; Correctional Education School Authority; Department of Health and Rehabilitative Services; Department of Labor and Employment Security; and Department of State, DOS/DLIS. This policy group will be charged with reviewing areas of cooperation and with developing common literacy policy goals.

4.3.2. The **Florida Adult Literacy Policy Academy Team** was established to accomplish this requirement.	**DOE achieved**

4.3.3. Define and establish tasks, monitor the extent and impact of illiteracy in Florida; monitor national trends which impact illiteracy; monitor the development and implementation of literacy plans by state and local agencies; monitor the impact of activities designed to reduce illiteracy.

4.3.3. The **Florida Adult Literacy Policy Academy Team** meets on a quarterly basis to assess the effect of local and state policies on illiteracy in Florida. Each Team member prepares a quarterly report updating the activities of their agency.	**FALP ongoing**

4.3.4. To facilitate the effective use of public and private resources in addressing Florida's literacy objectives.

4.3.4. By working with a diverse group of agencies as the Florida Literacy Coalition and Project Independence to set up exemplary programs, such as the dispersal of literacy information through AFDC mailings or toll-free literacy hotlines, the Florida Adult Literacy Policy Academy Team insures that private and public resources are utilized to best serve the public.

FALP ongoing

4.3.5. Communicate needs to the Governor, the Legislature, and the Commissioner of Education.

4.3.5. The Team has taken a proactive role in communication of its goals. Team communication techniques include: *The publication and the forthcoming update of the *Florida Adult Literacy Plan.* *Revising the Florida Adult Literacy Plan statutes and the writing of other statutes that deal with literacy. *Coordinating with the Judicial Branch. *Providing minutes of Team meetings to the Commissioner of Education, the Governor's Office and all concerned support staff.

FALP ongoing

Appendix B

Statistical Perspectives on

Florida's Adult Education and Literacy Programs

Profile of Adu
Participants by

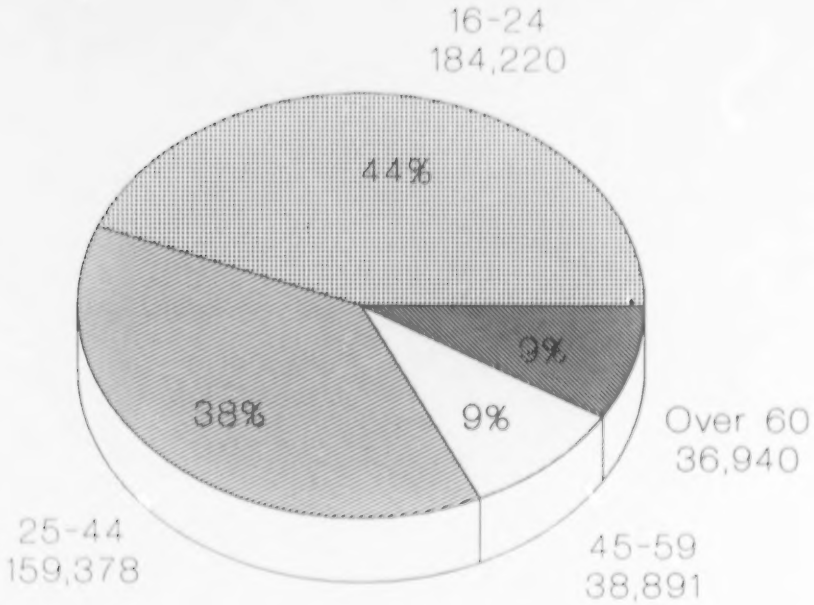
Total Served

Source: Florida Dept. of Education
Annual Adult Ed. Performance Report

ult Education
y Sex in 1990

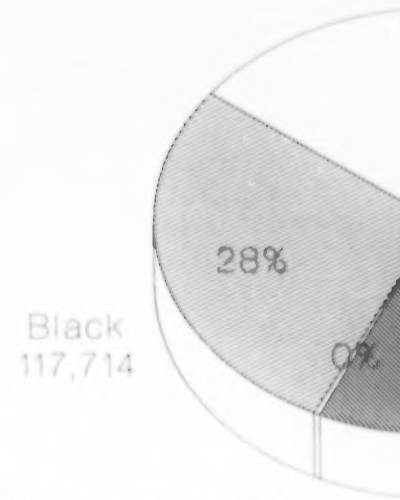
d : 419,429

Profile of Adult Education Participants by Age Group in 1990
Total Served : 419,429



Source: Florida Dept. of Education
Annual Adult Ed. Performance Report

Profile of A
Participants b
Total Serv



Black
117,714

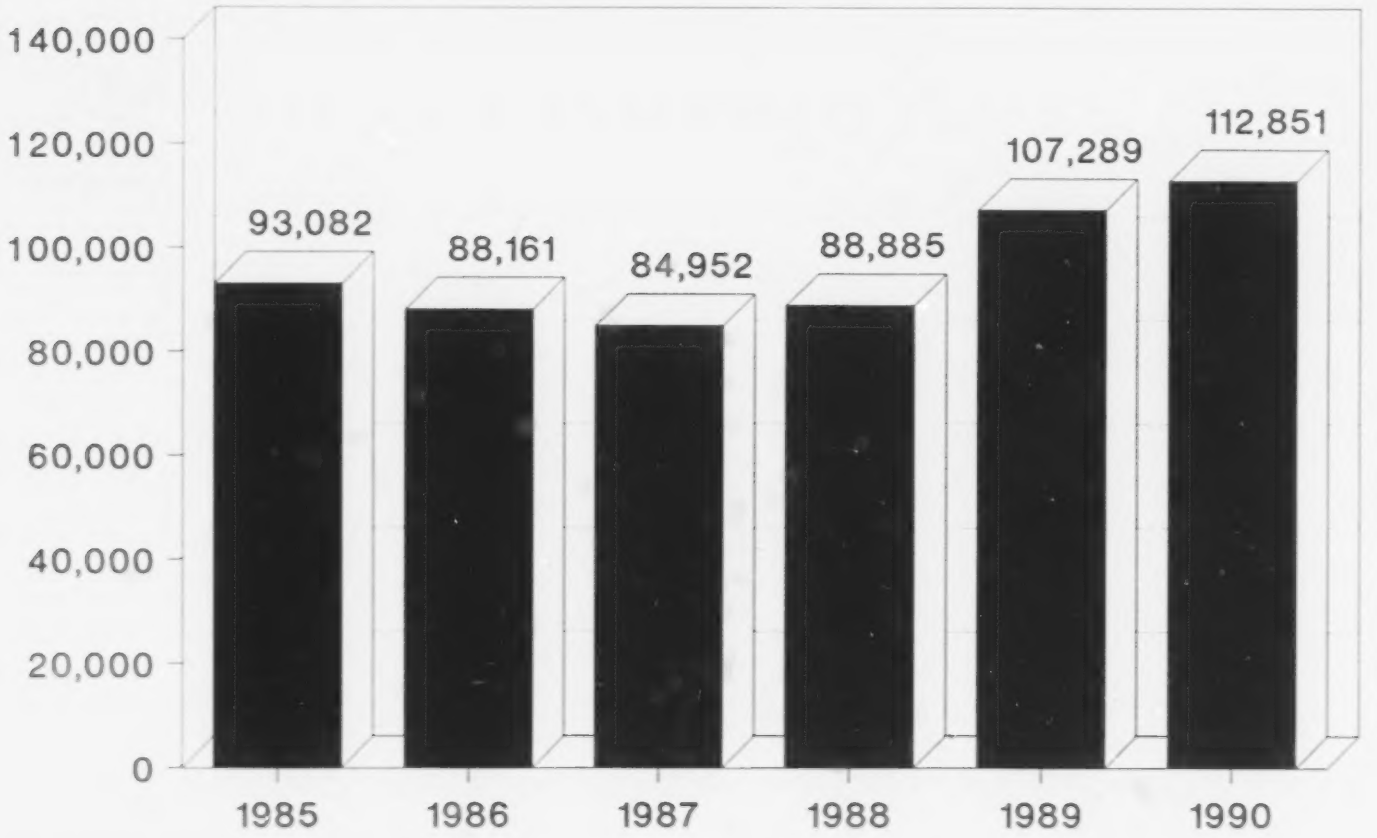
American Indian
1,477

Source: Florida Dept. of Education
Annual Adult Ed. Performance Report

dult Education
y Race in 1990

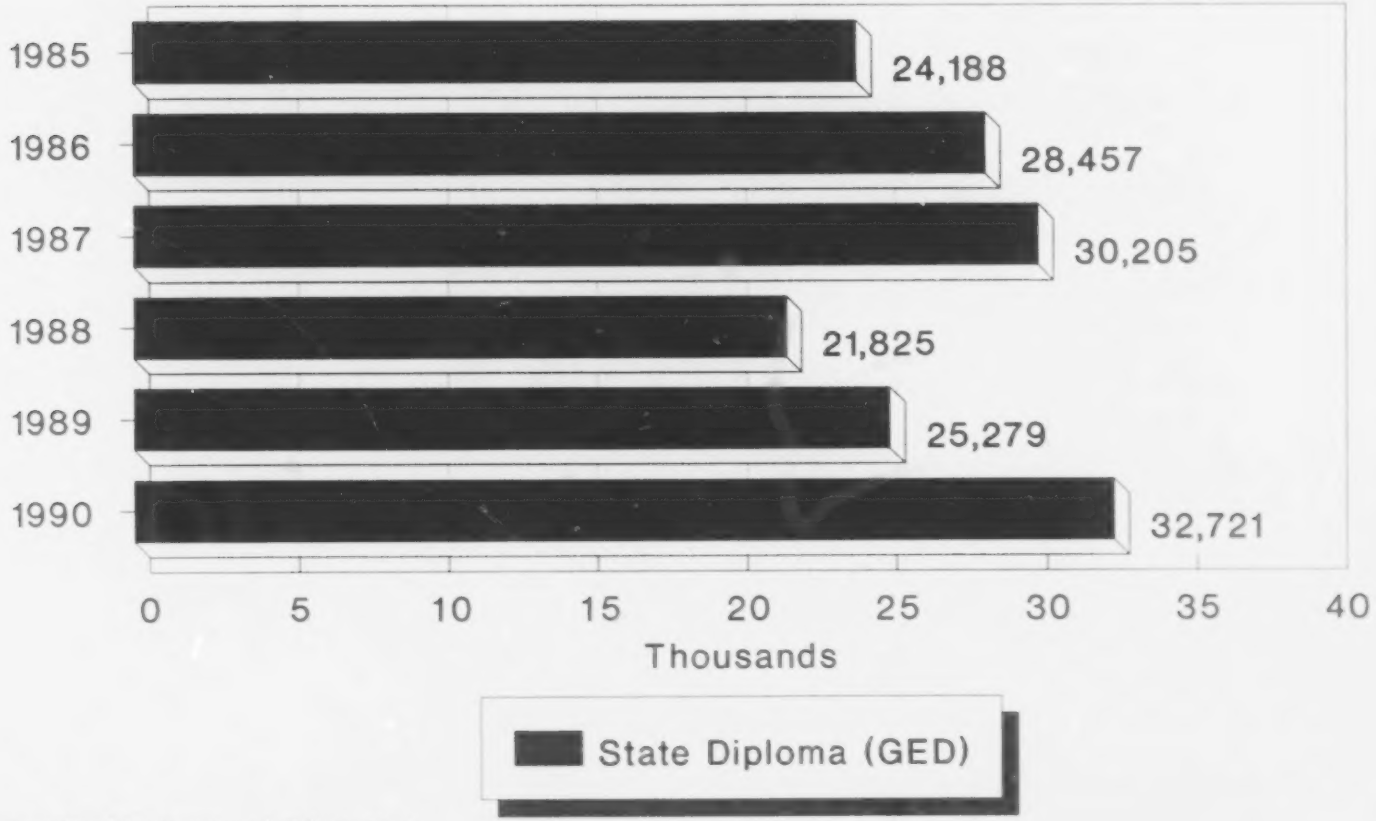
ed : 419,429

English as Second Language Program Enrollment, 1985-90



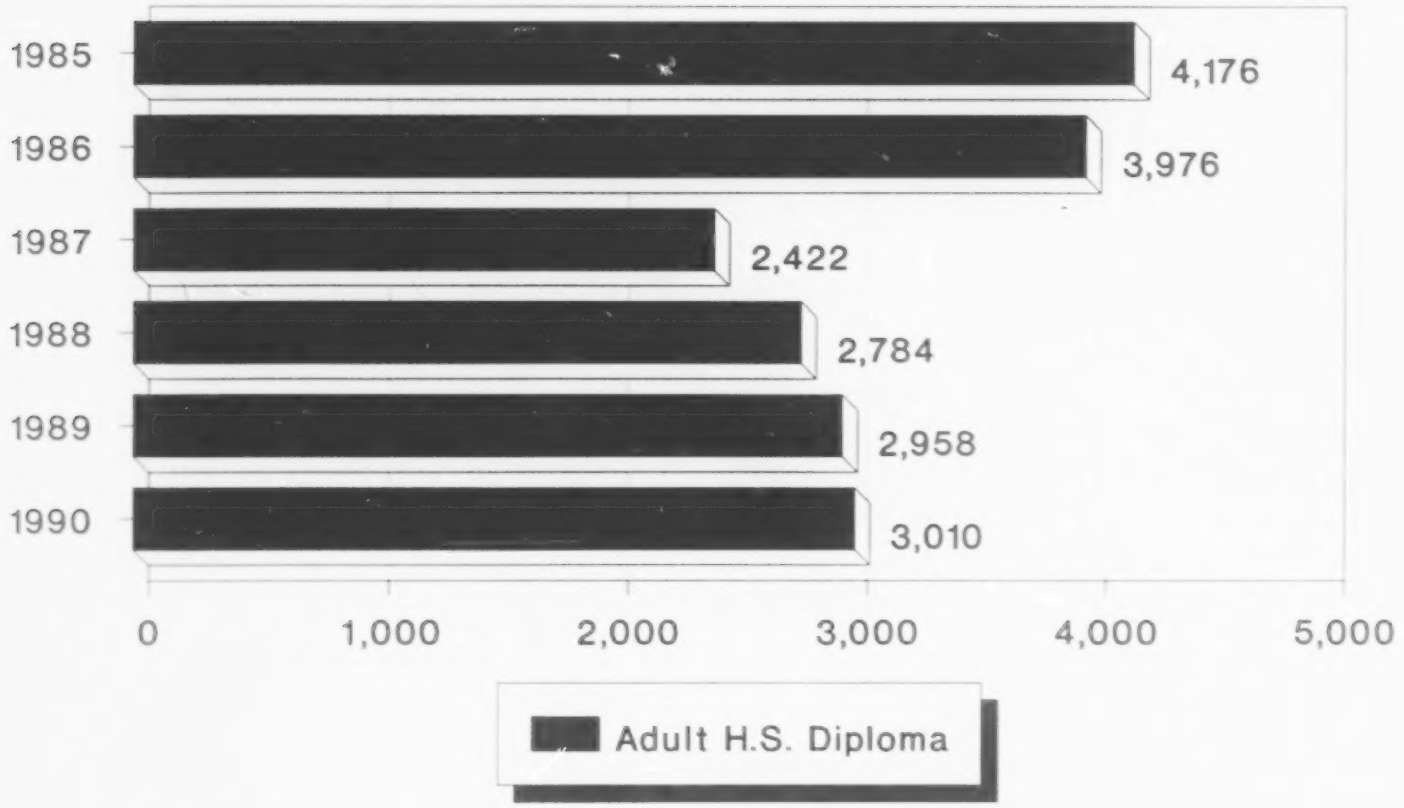
Source: Florida Dept. of Education
Annual Adult Ed. Performance Report

Diplomas Awarded to Adults In Florida, CY 85-90



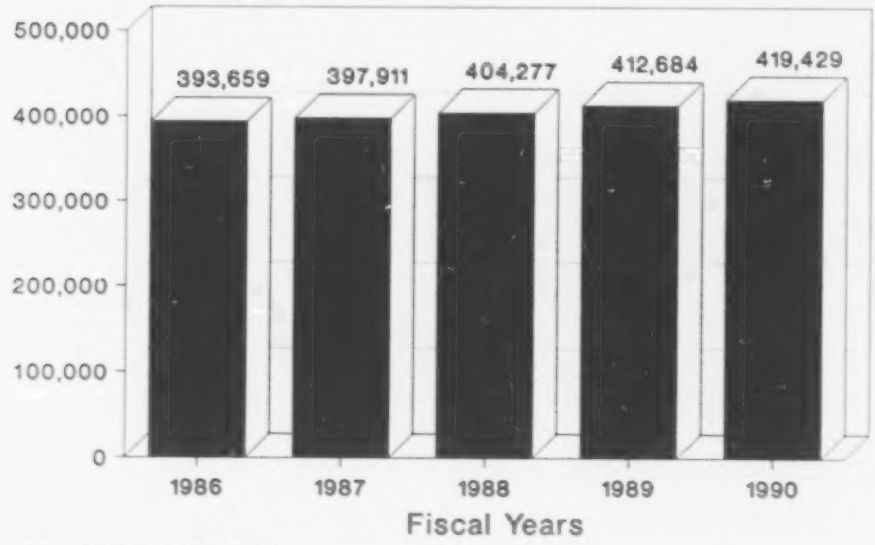
Source: Florida Dept. of Education
Annual Adult Ed. Performance Report

Adult H.S. Diploma Awarded In Florida, FY 1985-90



Source: Florida Dept. of Education
Annual Adult Ed. Performance Report

Total Participation in Adult Basic and Secondary Education

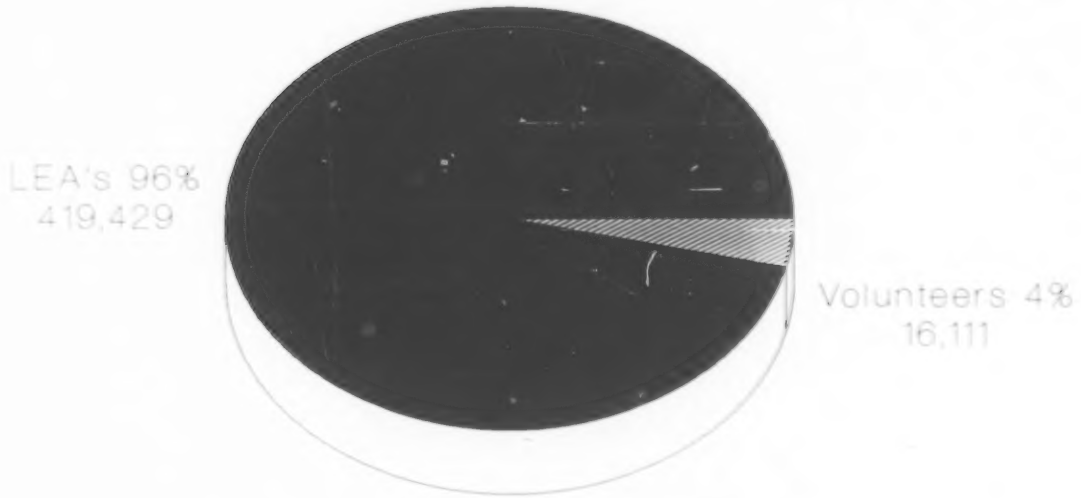


Source: Florida Dept. of Education
Adult Ed. Annual Performance Report

Total Participation in Adult Basic and Secondary Education Growth Rate

Source: Florida Dept. of Education
Adult Ed. Annual Performance Report

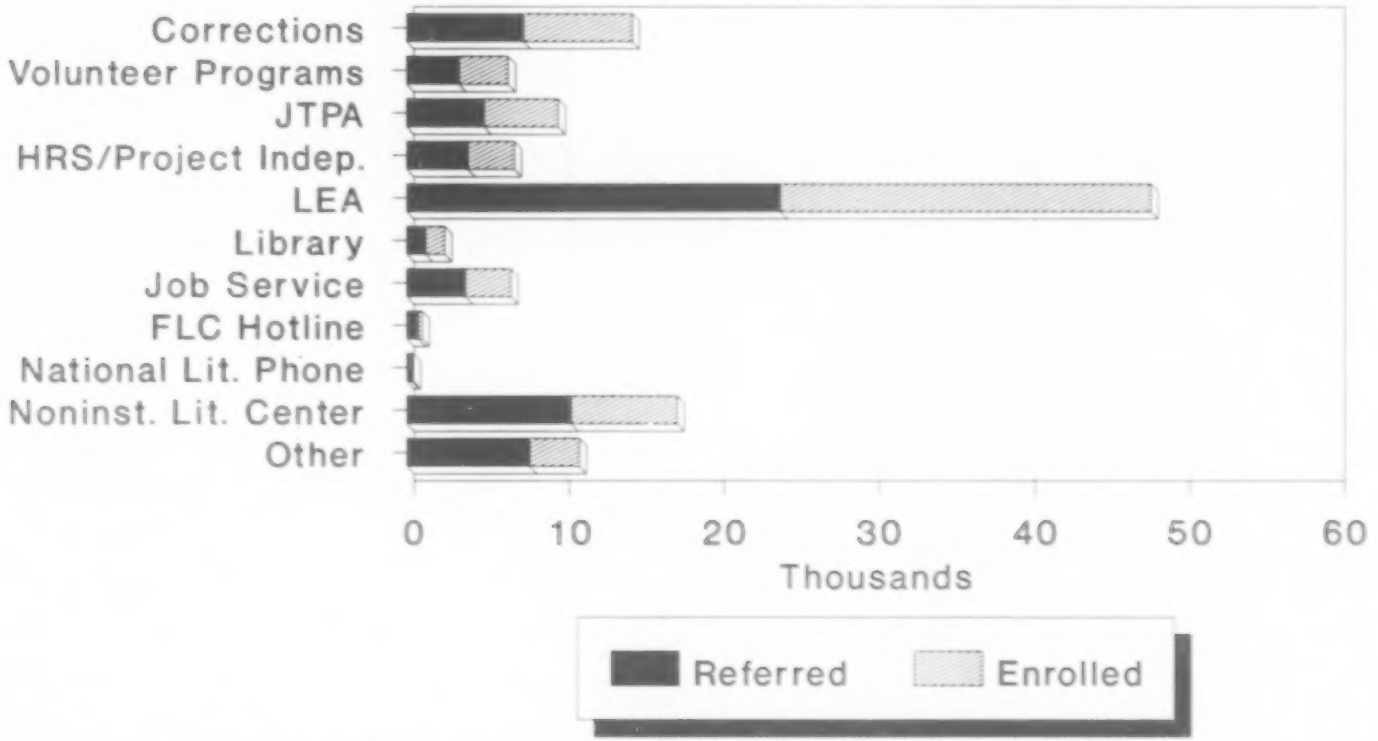
Profile of Adult Literacy Students by Local Educational Agencies and Volunteer Organizations
Total: 435,540



Source: Florida Dept. of Education
Annual Adult Ed. Performance Report
Adult Lit. Annual Performance Report

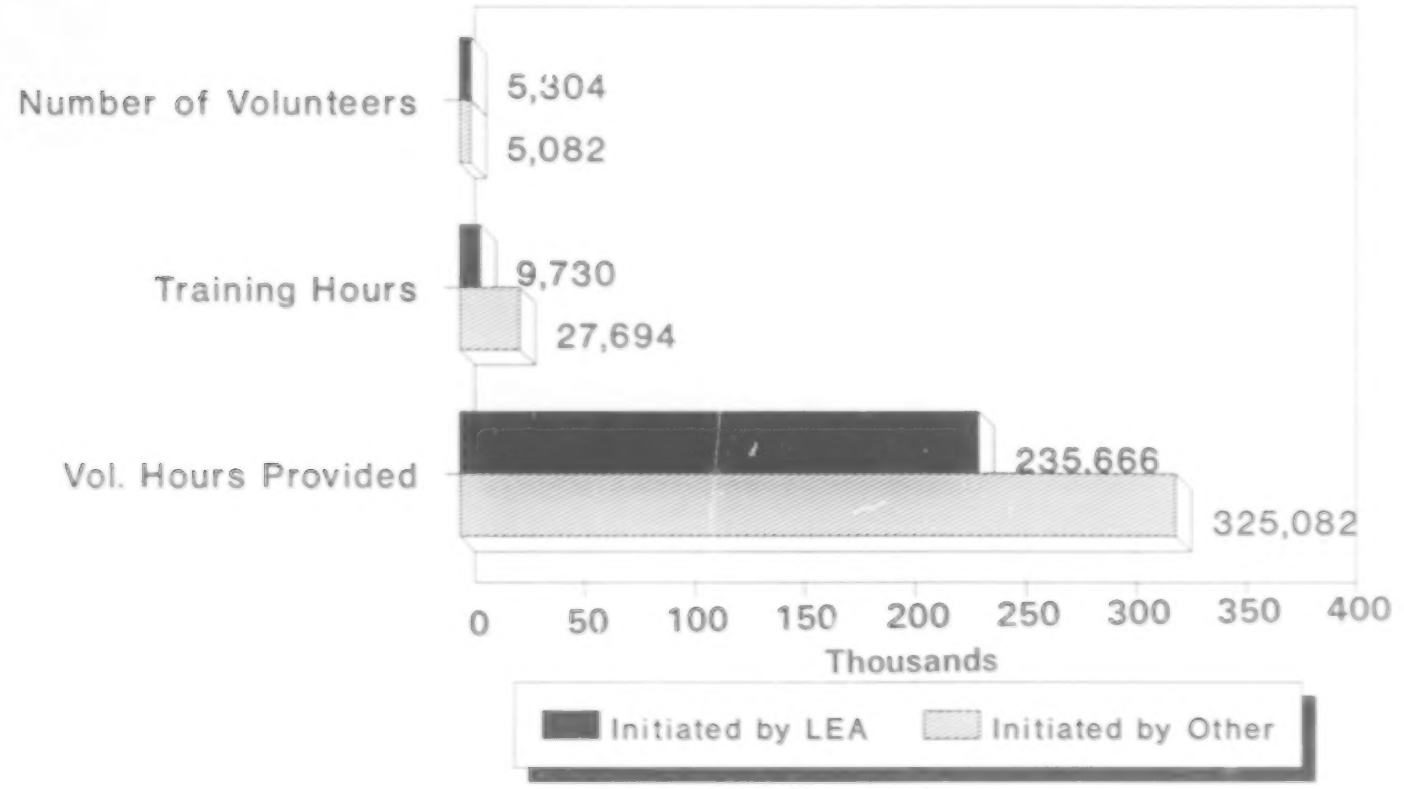
Volunteer Ratio- 1:1
LEA Ratio- 24:1

Profile of Adult Literacy
Students Enrollment/Referral by Agency
Referred: 67,610 Enrolled: 56,306



Source: Adult Lit. Plan Annual Performance Report
Annual Adult Ed. Performance Report

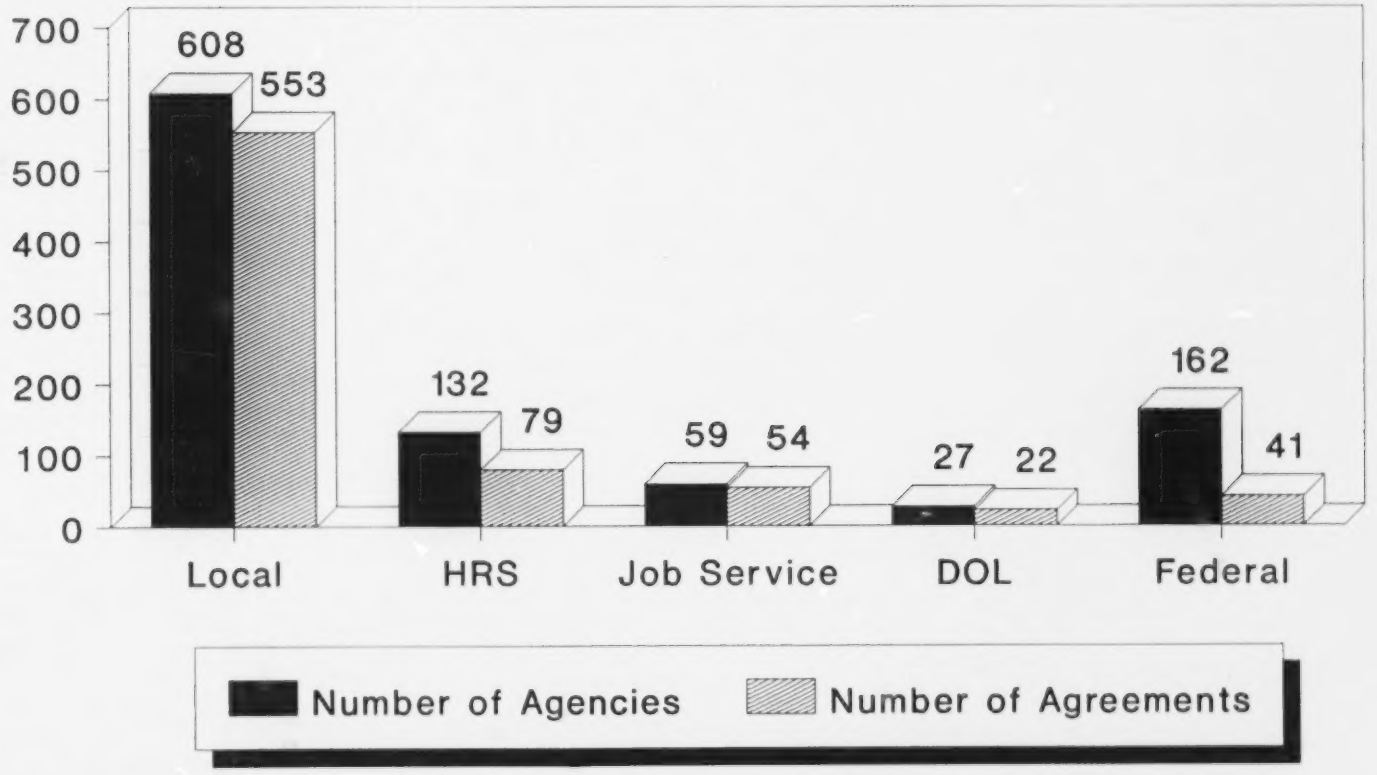
Profile of Volunteer Literacy Initiative by LEA's and Other Agencies



Source: Adult Lit. Plan Annual Performance Report
Annual Adult Ed. Performance Report

Profile of Agency Cooperation and Coordination Agreement Data

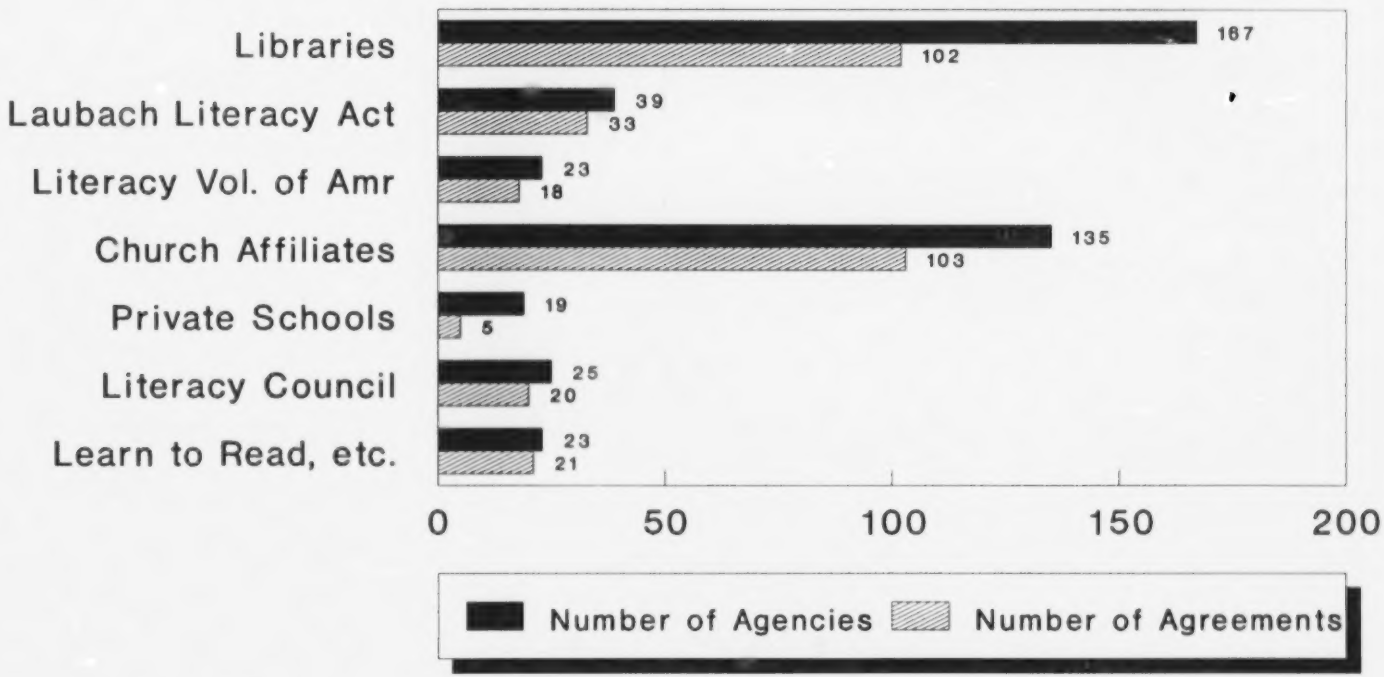
Agencies: 989 Agreements: 751



Source: Adult Lit. Plan Annual Performance Report
Annual Adult Ed. Performance Report

Profile of Coordination with Public Libraries and Others

Agencies: 433 Agreements: 303



Source: Adult Lit. Plan Annual Performance Report
Annual Adult Ed. Performance Report

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